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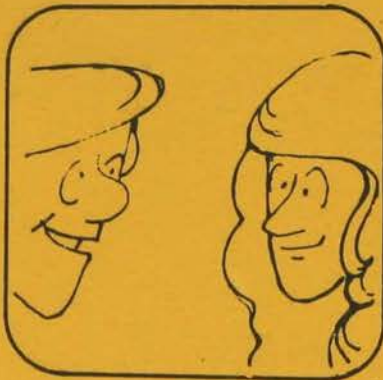
# SOCIAL MANAGEMENT

Living as if People Mattered

leader's guide



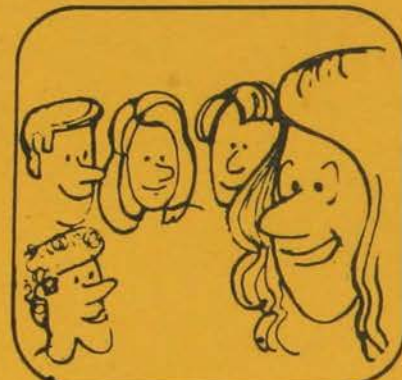
Management



Goals



Standards



Values



Resources



Decisionmaking



Organization

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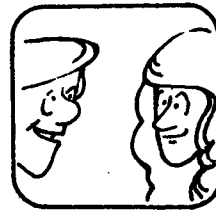
Dear Volunteer Leader:

Glad to have you involved with "Social Management." This is Unit II of the Management: Life Skills 4-H project. Let's start by answering some questions you might have about this Unit II.

The project is for 4-H'ers 12-15 years old who have completed Unit I, Self Management. Like Unit I, this project helps 4-H'ers use the management concepts in their daily lives. Goals, values, standards, decisionmaking, organization, and resources are dealt with in many activities and examples to help each person see how management can make a real difference in his or her life. Each chapter of the member's manual and each project meeting focus on one of these concepts and how it relates to the whole management process.

Social Management also has project meetings to help teens learn social skills to become more comfortable when interacting with people--adults, peers, or youth. The meetings cover:

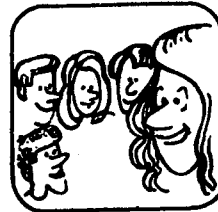
1. Meeting someone new (goals)



2. Showing appreciation (standards)



3. Making friends (values)



4. Asking for help (resources)



5. Solving conflicts (decisionmaking)



6. Trying something new (organization)



*What is  
social  
Management  
all about?*



-3-

## 7. Being in charge everyday (management)

With these skills teens will be more able and willing to function in challenging social situations.

The overall project aim is to help youths manage their lives: to be more responsible for the direction of their lives, to make careful, conscientious decisions, and to explore more of their natural talents and abilities. When you manage your life, you can begin to like yourself and where you are going. Your positive attitude can't help but affect others so that you begin to live as if people (you and others) really matter!

Social Management meetings are designed to bring teens together to help youth apply the skills of social management and to make new friends in 4-H.

When I interviewed teens for this project, they often recommended that 4-H change so that they could meet new people. They mentioned the county arts in, winter recreation, weekends, or county fair as the best parts of 4-H.

In Social Management, the project meeting should include youths from several 4-H clubs from a section of the county or the whole county. Make it a project where teens can make new friends. Meetings can be monthly or bimonthly on Saturday afternoons. Cover one project meeting a month. Or, you could hold countywide management retreats for the fall, winter, and spring where two or three project meetings are dealt with at once. Fit the size of the group to the number of youths the adult feels capable of handling. A group of 10 to 15 youths was a good size for me.

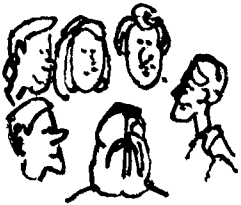
This is a crucial age for 4-H youths. If they don't find that 4-H is an attractive way to make new friends and feel better about themselves, they will be more drawn to other community or school groups.

Teens want more opportunities to meet new people and attend interesting social functions. They often complain about always being with the younger 4-H'ers in their local clubs. They want their own functions, but lack the social skills to meet new people and plan the events for new interactions. These needs molded the format of Social Management. Find what plan suits your county best.

Most important--

- Discover how the management concepts can have a meaning for your own life.

*How do we  
organize Social  
Management  
for our County?*



*How can I  
feel prepared  
to teach  
management?*

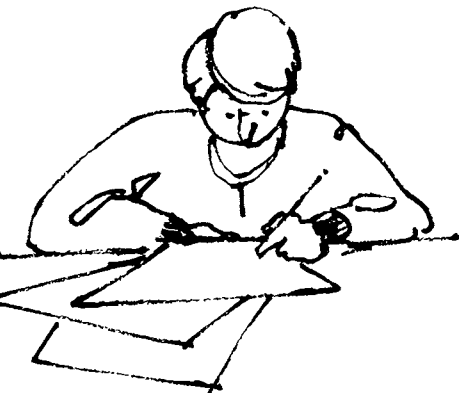
- Look at Unit I, Self Management, and study the leader's guide and background material.
- Have fun looking through the member's manual and discover how these ideas can also mean something to your daily life. Talk with leaders of the Self Management project in your county and find out how the management ideas began to have a personal meaning for them. When you apply these ideas you will experience the value and usefulness they can have for the teens. There is nothing like a personal convert to make a dynamic teacher.



The background material for Social Management is found in "Management is..." and "Personal Resources." "Management Is..." outlines the basic concepts of management and adds further applications for daily living. "Personal Resources" reminds us of the hidden potential in each person. Teens are the biggest doubters of this potential. They often discount their self worth and inner strength. Hopefully, Social Management will encourage them to discover and develop those personal resources.

Your training with your county extension agent will be your most important preparation for the Social Management project. It will cover the characteristics of people who are 12 to 15 years old and what makes them similar and different from you. You will discuss the leader qualities that help early teens learn and apply the management ideas. You will share ideas on how to use local resources to enhance the projects, demonstrations, and exhibits listed in Appendix C. Your training will be valuable to get excited and confident about the importance of Social Management for the teens in your county.

*Evaluation?*



One last comment--Appendix D of this manual is your evaluation of the project. It is your way of telling the 4-H office what worked for you with Social Management and what didn't. Take time to tell us your problems, successes, and failures with this project so that we can change it. Remember that there is always room for growth. Gather the evaluation forms from the teens and the records of their challenges. From this information discover how the members reacted to the project, what they learned, and how they applied the management skills to their lives. This information will give you a better idea of which project meetings and learning experiences were worthwhile. Send the members' evaluations and your evaluation of the project into the state 4-H office.

I wish you luck and much fun.

Sincerely,

*Sherie Mentzer*

Sherie Mentzer  
Curriculum Developer  
4-H Youth Development

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\*Included in each chapter is: introduction, basic concepts, goals, materials needed, exercises, leader evaluation, and resources.

Authors: Mary Frances Lamison, extension specialist, home management; Sherie Mentzer, curriculum coordinator, 4-H and Youth Development; and Juanita Reed, extension specialist, 4-H and Youth Development.

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### How Do I Plan For Each Meeting?

1. Be comfortable with the size of the group. If you feel you need help, get assistance from a parent, an older 4-H member, or another volunteer. Be aware of how much responsibility you want to take on. If you feel that this project is a burden, remember to ask for help. Follow the steps in lesson four. State exactly what, where, when, and how you need others to help you. Let people know exactly what is needed and what is expected of them.
2. Keep communication lines open. Postcards mailed to each member a week before each meeting are handy reminders of the time, date, and place of a meeting and of what to bring. After the first meeting, assign this task to the core group. Hopefully members will have had a chance to get the names and addresses of the people in the group (lesson 1, exercise 4).



Encourage teens to carpool, bike, or walk whenever possible.

3. Read the introduction for each lesson and be familiar with the overall goals.  
  
Choose the exercises of the lesson that will fit best with your group, the facilities available, and the time scheduled.
4. Plan the space and materials you'll need for each exercise (tables, chairs, floor space, materials, etc.) Be prepared and certain of the exact directions and limitations you want to set for each exercise, such as restricting the space, time, numbers of materials, or the activity of each exercise to suit your group.
5. Remember that teens can take responsibilities in preparing, organizing, decision-making, and directing. Be open to their suggestions and let them take responsibility for what is done. If they decide to have a snack at the next meeting, let them organize and plan for it.

Caution: Do not play favorites. Give everyone an opportunity to take on responsibilities. Rotate who works with you. Teens are very sensitive to when an adult isn't fair.

Small task groups can conduct exercises, demonstrate activities, set up for exercises, and plan refreshments. By the last meeting, the teens should be using the leader's manual and taking over some of your responsibilities.

6. Depend on a core group (four to five teens) to help you plan and run each meeting. A new group should agree to this responsibility for each meeting. Have a special separate meeting with them or meet briefly after the meeting that precedes "their" meeting. Give them an outline of the meeting (you'll have to plan a lesson ahead of the group), ask for their suggestions about the group activities, and ask them to commit what part of the meeting they'd like to be responsible for. This can range from organizing the art material or refreshments to leading one of the exercises.
7. Remind members to refer to the member's manual for the Guidelines and Self Test for each lesson. This material might increase the amount of understanding and self reflection for each member.

### If I Have A Problem, How Can I Encourage Group Cooperation?

Cooperation doesn't mean that all people follow all the orders, exercises, or activities. Some might want to observe the others. Some might want a little coaxing. Your sensitivity to what their actions are trying to say is needed. To insure cooperation:

- Begin each exercise by describing the activity.
- Ask if all are willing to participate.
- Listen to comments.
- Allow those who want to watch or "pass" to sit out.
- Expect those who don't say no to do the exercise, follow directions, and cooperate.
- If the majority aren't in the mood to do the exercise, then reevaluate. Maybe this type of exercise should be skipped and you need to go on to another.

Group cooperation will be aided if you have a core group of four or five teens willing to help you decide on the format for the meeting and how to organize some of the exercises. These teens will help you choose proper exercises to get their peers involved and interested. To choose this core group, you can pick names randomly (out of a hat) and with each name, ask if they'd be willing to plan for the next meeting. Make it their choice and thus their commitment and responsibility. For each meeting get a new core group. Make sure that each person has this privilege and responsibility.

If individuals are disturbing the group, state exactly how you feel. (Begin the sentence with "I feel". . . for example, I feel upset when the room is so noisy. What can be done to help us feel more organized?) Help the group decide on several alternatives such as:

- cooperate and join in the group.
- don't join, but be observers.
- leave the group.

Make it clear that you don't care which they choose, but that you want the whole group to be able to function as a team.

To insure cooperation remember that you are the spokesperson for the whole group and that you need to remind others of what is best for the group.

### What About Records, Exhibits, and Demonstrations?

This project contains an ongoing self evaluation record (Appendix A of member's manual) and a record for the exhibits, projects, or demonstrations for fair competition (Appendix C of member's manual).

Appendix A is a record of the challenges that the teen chooses for himself or herself after each project meeting. You can help teens make their goals realistic and achievable. Suggest the resources they can use and a standard that can be reached easily. Later ask about their challenge. Give suggestions or encouragement or congratulations for their work.



In Appendix C of the leader's manual is a list of demonstrations, projects, and exhibits for social management. Entries for competition must include Appendix C of the member's manual. This reports how all the management concepts were applied to make the project possible.

#### What Are Some Resources I Can Use?

At the end of each project meeting outline is a list of resources that pertain to the social skill and the management concept taught. Cassette tapes, books, films, records, and slide sets can be borrowed from the extension office or the public library.

Use your library, county extension office, senior citizens, local youth organization, 4-H parents, community buildings, tours, celebrations, workshops, school teachers and counselors, and local business and factory workers for help and suggestions. They are some of your resources. Help comes to those who ask for it by making their goals and values known.

## MEETING NEW PEOPLE

### Introduction for Leaders

We all need to meet new people in social and business settings, in informal and formal situations. Introducing yourself to others and carrying on a conversation are important skills to learn. If this skill becomes a natural habit, you will become more comfortable in any social setting.

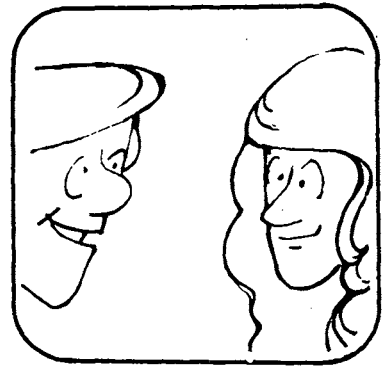
The management concepts can help you meet new people, have a friendly conversation, and get to know the interests and ideas of others. The resources that you will use are a personality that shows an interest and sense of humor, a knowledge of ideas and experiences to help you share yourself in a relaxed manner, time and energy to get to know someone, and a willingness to learn from others and to show your concern and interest in them.

The values you have will direct the topics you like to talk about and the people you like to talk with. Values will remind you to be friendly in your conversations and to not harm others in the manner or tone of your speech.

You will constantly be making decisions about whom you want to meet, what you want to talk about, and how well you want to get to know this new person. You will decide what your standards are for meeting someone. Would you like to know about his or her past and talk for an hour or do you just want to know opinions and talk for only 10 minutes?

You need to be organized to meet new people or to make friends. Plan ahead what you will say or get to know something about them before you introduce yourself. This will help you talk to them because you know something about their interests. Being organized might help you to remember people's names after you have met them. You might write them down and add some information about their backgrounds.

Your goals will help you meet new people. You might need to meet people in the 4-H office or in a business because of a goal to do a project or get a job. The goal will help you introduce yourself and carry on a conversation. This lesson emphasizes goals and how they can be important in guiding each exercise. Before each exercise, write the goal of the exercise on newsprint so that all members know the direction of the lesson and are more able to work together.



## UNIT II: BASIC CONCEPTS IN GOALS

- Goals shift and change as wants and needs are satisfied.
- Goals are time related:
  - Short-term goals may be stepping stones to longer-range goals;
  - Short-term goals are usually reached more easily;
  - Intermediate goals are checkpoints to long-range goals;
  - Long-range goals may take weeks, months, or years to achieve.
- People without goals are without direction.
- Goals might focus on people or possessions.
- Goals give incentives toward accomplishments.
- Goals are reached more easily if agreed upon by the entire family.
- Goals influence both standards and organization.
- Goals differ from family to family.
- Goals sometimes are sacrificed for the goals of others.
- A goal that is too high or too low can make you unhappy.
- Sometimes one can't reach a goal alone.

### Goals of this Lesson:

- introduce Social Management and explain the member's manual.
- give youths experience in introducing themselves and others.
- review how all the management concepts can work together.
- practice having a conversation with someone and listening to others.
- declare some personal goals and values.

**CAUTION:** Be carefully prepared and organized for this first meeting. A weekend retreat is suggested to get the interest and commitment of the teens to the Social Management project. This will allow you time enough to finish all the exercises and the teens will have a good start in making friendships they will want to come back to when the other Social Management project meetings are held.

If you can't organize a weekend or full day retreat, keep up the energy level of the group by providing nutritious and simple snacks (planned by the teens, of course.) If necessary, cut out exercise four or seven to make the lesson more manageable for a shorter amount of time.

### Materials Needed:

- Exercise 1. newsprint (needed for all exercises)
- Exercise 2. member's manual for each person
- Exercise 4. one index card for each person, rings, pens
- Exercise 5. management board
- Exercise 6. poster board (11 x 27), magazines, scissors, colored paper, paste, paints, magic markers
- Exercise 8. guidelines and self test at the end of Chapter 1
- Exercise 9. member's manual (challenges, Appendix B)

### Exercises

#### 1. My goals

- Purposes - all the names in the group are learned.  
- each person expresses a personal goal.  
- youths fill out their cards.

On newsprint write the goal of this lesson--to learn each person's name and one goal of each.

With the group together in a circle, give this introduction:

"This is the first project meeting of Social Management, and we need to start by getting to know something about each other so that we don't have to be strangers for too much longer. Let's begin by going around the circle, giving your name and one of the goals you have for your life. This can be a goal to finish by the end of the week, the end of the month, or before you die.

"To help everyone listen carefully, also repeat the names and goals of the people that have spoken before you. I'll start."

This can be a fun way for all people to remember names. Encourage each person to state one goal even if it is going to a baseball game or graduating from high school.

#### 2. Events in Social Management

- Purposes - help members become acquainted with the social management book.  
- learn the plan for the rest of the year for social management.

On newsprint write down the goal of this exercise--to look at all parts of the member's booklet to discover what social management is.

Give a member's manual to each person. Explain that each chapter relates to a:

- 1) management concept (goals, standards, values, resources, decisionmaking, and organization).
- 2) project meeting about how to relate to people (meeting new people, showing appreciation, making friends, asking for help, solving problems, trying something new, and applying management at home and at school). At the end of each chapter there is a guideline for the lesson and a self test. Point out that this lesson goes with Chapter 1, Goals, and the guidelines and self test at the end of the chapter.

The appendixes at the end of the booklet include:

Appendix A, the challenges for each project meeting and an evaluation of the social management project.

Appendix B, the answers to the social management questions.

Appendix C, a record to accompany any demonstration project or exhibit.

Ask them to define social management, or give them this definition:

"Social management helps people learn some basic manners so that it is easier to reach goals and also be considerate of others. It helps us enjoy people in any social situation--at a party, at home, in a job or business situation. The management ideas help us manage our lives to be more comfortable with ourselves and with other people. We can be organized and plan ahead for the goals we have--fun projects or work projects or daily chores that include other people. Our values will be kept alive by the decisions we make and how we decide to use our resources. We will act in a way that won't harm ourselves or others.

"Today we will focus on the importance of goals. For each exercise we will have a goal. What was your goal in taking the social management project?

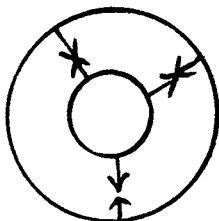
"How do your goals help you manage your life? What would happen if people didn't have goals?"

It might be valuable to show the Argus filmstrip, Roles and Goals.

### 3. Meeting Someone New

Purposes - learn basic information on how to make an introduction and carry on a conversation.

- experience different ways to introduce yourself and talk with a variety of people.



On newsprint, write down the goals of the lesson--make introductions and have short conversations.

Give this basic information to the group to remind them of how to make an introduction and carry on a conversation:

"An important skill for anyone to learn in social management is the skill of making introductions and having short conversations with people you've just met. Many adults have difficulty with this and often feel awkward and want to avoid many situations where they have to meet new people.

"Here are some examples of introducing yourself to a stranger."

Now approach two different teens in the group, introduce yourself, and begin conversations with them. Your questions and interest in them will help the conversations draw out their interests and background.

Now ask the group:

"When I introduced myself and started talking with them, what were some important things that I did?"

It might be helpful to write down their observations on the newsprint. Hopefully the group will mention these points:

1. acted friendly, interested, sincere; smiled and offered a handshake.
2. said hello and stated your name.
3. gave some information about yourself.
4. asked the teens about their backgrounds and interests.
5. made some conversation about what they said.

"To have a conversation, you build on what you know about the other people or their comments. You can ask someone about his or her interests, family, background, favorite foods, TV program, or sports. Then build the conversation around the response. Ask another question, or give some of your ideas or experience on the same topic. The trick is to make comments that invite the other person to talk and share more of his or her interests. Try not to worry about yourself, how you look, or what that person is thinking about you. Concentrate on how you can make that other person feel comfortable. For example, if your partner said she liked to sail, what comment would you give to keep the conversation going?"

Give your own reply, and then go around the circle to see what the others would say. Some examples might be:

"Well that's exciting. Tell me where you learned to sail." "I'm afraid of the water. Have you ever had any problem or accidents with your boat?" "I've always dreamed of sailing around the world. Have you ever read the book The Dove? It's about a teenager who sails around the world."

Divide the group in half and arrange them into two circles, one outside (circle A) and one inside (circle B) with the same number of people in each circle. Explain that they will do a series of make believe or real conversations with partners in the other circle and then the circles will rotate and they will get new partners for another situation.

Complete all or some of the exercises. Give the members 2 or 3 minutes before switching partners. Give these instructions:

1. "Circle A people introduce yourselves to circle B partner who is the new neighbor next door. Have a conversation about your families. Change partners (circle A moves clockwise, circle B moves counterclockwise).
2. "Circle B, introduce yourselves to your circle A partner who is your camp partner. Have a conversation about the sports you enjoy. Change partners.
3. "Circle A, introduce yourselves to your partner in circle B who has lived in another country or state. Have a conversation about the different eating habits of people. Change partners.
4. "Circle B, introduce yourselves to your partner in circle A who has just won a special award in an animal project that you are interested in. Have a conversation around what types of animals you enjoy. Change partners.
5. "Circle A, introduce yourselves to your partner in circle B who is the coach of a team that you would like to be on. Have a conversation about the latest events, equipment, or rules of that sport or competition. Change partners.
6. "Circle B, introduce yourselves to your partner in circle A who is sitting next to you on the bus. Have a conversation about the special events that are happening in school."

After the exercises, you might want to suggest these topics for group discussion:

Which people are most difficult to talk to?  
Is it more difficult to talk to adults, kids, or teens?  
What did you learn from the exercises?  
When was it easiest to talk with your partner?

With the group, look over the guidelines for meeting someone new at the end of Chapter 1 in the member's manual. Be open to all the ideas that the teens have to give. Encourage the shy individuals to talk and the talkative members to listen.

#### 4. Your Set of People Resources

Purposes - each member introduces himself or herself to all the other members and has a short conversation.

- make a resource card for each person in the group.

o-ring

Name:
Telephone:
Interests:

On newsprint write down the goals of the exercise--introduce yourself to each person and have a reference card for them.

Give to each member a set of cards equal to the number of members in the group. You can explain the purpose of the cards this way:

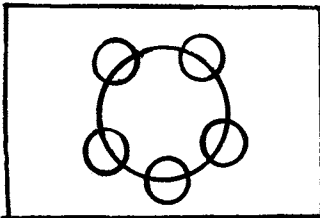
"These are your people resource cards for social management. They will be important for this project because you will work on projects and teams with other members in the group. Fill out the cards by going up to the group members and introducing yourself to them. Then, through your conversation, find out their names, where they live, their telephone number, and some of their interests, hobbies, experiences, or goals they have that will help you remember them. One example might be:

Joe Anderson	- likes to fish, hunt, and play
2030 Green Road	baseball.
271-5201	- wants to travel to Canada."

People in this age group often are very shy in meeting new people. If they need a structure to help them get to know each other, try the inner and outer circle exercise or the following exercise:

Instruct the group to mill around the room and keep looking down at the floor. After a few seconds say, "Stop where you are. Turn to the person closest to you. Introduce yourself and have a short conversation. Use this time to find out some information about them so that you can fill out a resource card for them." When they are finished, begin milling again so new partners can be found. Allow the members 10 minutes to meet each other.

5. Management Board (See appendix A in the teacher's manual for more information.)



- Purposes - use the management board to show how the management concepts work together.
- discuss how to work toward a goal of meeting a new person.

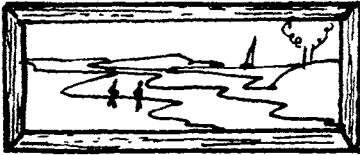
On a piece of newsprint, write down your goal for this exercise--use management to help you meet someone new.

Show the group the management board and ask them to tell you what all the circles stand for. They should remember from Unit I. Now ask one member to volunteer a goal that relates to a special person they would like to meet. This person can be well known, an interesting person in town, or a new classmate. Have the group suggest the values, resources, organization, and standards that this person might decide to use to reach this goal. When many suggestions are given, ask the member to decide on one of them. This will be a reminder of the importance of making a decision from a number of choices. Write the decision on a card for that management concept. From all the cards have this volunteer make a story to fit all the cards together. A sample story might be:



"I've decided that my goal is to meet the mayor of our town. One of my values is that I think it is important to have a good government in America. A resource that I will use to reach my goal is to work with my 4-H group to go to the Citizenship Short Course. I will use my knowledge and good study habits. I will be organized by planning to learn about government at school and to learn about the mayor's background and then finding when he will have some free time. My standard is to have a short meeting with him and find out what interesting plans he has for our town for the future."

#### 6. Goals and Values in Living Color



Purpose - have the members display through art, pictures, and words their goals and values.

On newsprint write the goal for this exercise--put your values and goals in pictures and words.

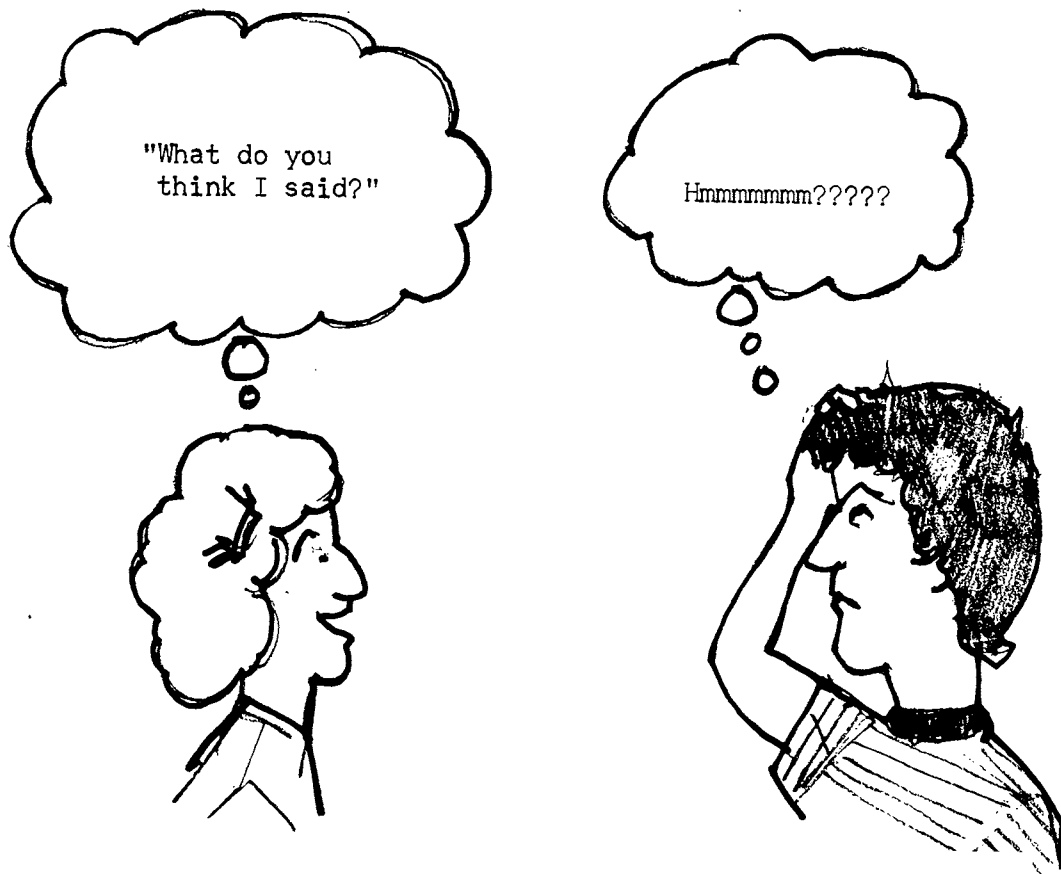
Provide poster board and art supplies for the members (see materials list) to display their values and goals. Ask them to list their values and goals on the back of the poster and then look for pictures and words and colors to express them. Give the group 20 minutes to complete the project. Remind them when they have 10 minutes left so that they can finish in time. If you want to limit the time further, state that they use only one picture or one art media (pencil, crayon, or paints). Encourage them to be creative. Do not make decisions for people; give them many suggestions but let them make the decision.

Background music or story? It might be appropriate for the members to listen to some of the management songs or stories to find more examples of goals.

Let's find out how your communication skills are. Check your idea.

	Doing all right	Need to do more	Need to do less
Amount of talking in a group			
Brief and concise comments			
Being forceful			
Drawing others out			
Listening alertly			
Thinking before I talk			
Keeping my remarks on the topic			

Sometimes you only know if you've been a good communicator when you ask others what they heard you say. This is called feedback.



Ask them for feedback to find out what they think you said.

#### 7. One Minute Listening

- Purposes - partners talk on one subject for a minute.
- members listen well enough to repeat the meaning of what was said.
  - members practice introducing their partners to the rest of the group.

On newsprint write the goals of this exercise---to learn to listen carefully and introduce someone to a group.

Again (as in exercise 2) arrange the members into two concentric circles. They will rotate partners by moving in the opposite directions. Spread out the circle so that partners can hear each other talk.

In this exercise, one teen will speak on one topic for 1 minute while his or her partner listens. Then the listener repeats what he or she has said. The roles are switched.

"Listening is a skill that involves not only hearing the words, but also hearing the feelings and concerns of the speaker. In this exercise, listen carefully to your partner's ideas, interests, and what is valuable to that person. Look at the person who is talking so that you are showing your interest in what he or she has to say. When your partner is finished talking, say what you think was said so that you can prove that you were listening carefully. If not, ask him or her to explain again."

Here is the list of topics:

1. Introduce yourself, and talk about the goals that are shown on your management board.
2. Introduce yourself, and talk about the values that are important to you that are on the management board.
3. Introduce yourself, and talk about the people that you enjoy being around.
4. Introduce yourself, and talk about some interesting dreams or day dreams that you have had recently.
5. Introduce yourself, and talk about the changes that you would hope for the world in 10 years.

Then two teams are asked to introduce partners to the whole group. Remind them to give their partners name and some information about his or her background or interests. The main reason for introducing people is so they can get to know each other and can begin a conversation.

Now rotate partners in the group and give them another topic to discuss for 1 minute. The listener again repeats what he or she heard, and the roles are switched. Again, time the talking to 1 minute.

#### 8. Review of Lesson

Purposes - review basic guidelines for introductions and conversations.  
- review how management can be used.  
- take the self test.

On newsprint write the goal of this exercise--discover what we learned.

1. Ask the members to look over the guideline for introductions and conversations in their member's manual. Ask each person to finish the self test.
2. Give the members some time to get the names and phone numbers of all the members if they haven't already done this.
3. When sitting together in a circle, have the member finish the sentence, "One management concept (goals, standards, values, resources, decisionmaking, or organizing) that I can use when meeting people is \_\_\_\_\_ because \_\_\_\_\_."

Here are some examples of the sentence.

Your values will tell you how to treat another person, hopefully the same way that you would like to be treated.

Your goals will be to make a new friend, learn something from other people, or help someone else feel comfortable.

Your standards will tell you how much time and information you want to share with that person. Do you want to have quick conversations with every one in the room? Do you want to have a long discussion with only a few people? Do you want to joke around or be serious?

Your resources will help you meet people. Do you have a skill of telling jokes or making people feel comfortable? You can meet people by playing tennis or playing the piano. As you share your resources--your time, your money or your knowledge--you get to know other people better.

You are always making decisions when you meet someone. You decide when is the best time to talk to them, what you should talk about, when to change the subject, and when to say goodbye.

You need to be organized when you meet people. Remember their names and interests so that you can talk to them again or can introduce them to other people.

#### 9. Deciding on a Challenge?

Purpose - each person accepts a challenge to apply what has been learned in this lesson to his or her life.

On newsprint write down the goal for this exercise--decide on a challenge.

Have all the members look at the Appendix A challenges. For this first lesson, Meeting Someone New, they are to decide on a goal for themselves. Help them decide on a goal that is realistic and important to them.

Some examples might be to:

- introduce yourself to someone new at school, or
- have a conversation with a neighbor about his or her interests
- always introduce a new person that enters a room.

#### Closing

Decide when and where the next meeting will be and pick a telephone committee to call everyone before the meeting. Rotate this duty to new members for every lesson. End the meeting with a group hug or handshake and say "Glad to have met you."

### Leader Evaluation

How did you do? Did you--

Yes No

know the material?

--	--

keep the group to the task?

--	--

respond sensitively to the group?

--	--

feel comfortable and relaxed in what you  
were doing?

--	--

convey a positive attitude toward the  
members?

--	--

Some resources that might be helpful to you or the members:

FS=filmstrip, M=movie, PB=paperback, HB=hardbound, P=pamphlet

#### AUDIO VISUAL

"Roles and Goals." Argus Communications, FS (Encourages youths to question where their lives are headed and how they are influenced by others.) Discussion questions 5,7,9,10,12,13,19 will be helpful.

"To Be A Person." Billy Budd Film, M (Shows many people dealing with failure/success, happiness/sadness, loneliness/identity. It reminds people to be themselves and appreciate who they are.)

"Self Esteem." Metro Drug Awareness, M (Discusses the importance of your opinion of yourself and how to begin to like yourself.)

"How About Bobby." Metro Drug Awareness, M (Bobby is twelve and we hear the opinions of many people who know him. We are all very complex people and different people see different sides of our personalities.)

"People." M (A simple narrative discussed how all people have the same needs to be loved and find meaning in life. The many ages and nations shown in the film remind us of the different ways to achieve this.)

#### BOOKS (Manners)

Social Usage. Anne R. Free, PB. Prentice-Hall. (Leader's guide to making proper introduction and conversation.)

Manners for Minors. Robert H. Loeb, Jr., HB. Association Press. (Easily read books for common sense manners.)

Stand Up Shake Hands Say "How Do You Do." Marjabelle Young and Ann Buchwald, David McKay, HB. (Describes proper etiquette and manners for young men.)

How To Talk To Practically Anybody About Anything. Barbara Walters, PB. Dell. (An interesting guideline for the leader on how famous people talk about their interests and ideas.)

(Goals)

Winners and Losers. Sydney J. Harris, PB. Argus Communications (Colorfully illustrated guidebook for teens with basic reflections on living positively.)

Women of Courage. Dorothy Nathan, PB. Random (An easily read book giving the biographies of five women: Susan B. Anthony, Jane Addams, Mary McLeod Bethune, Amelia Earhart, Margaret Mead.)

Great Tennis Players. Larry Bortstein, PB. Grosset & Dunlap (Teen book describes the lives of four great tennis players to show how they reached their goals.)

How To Get Control Of Your Time and Your Life. Alan Lakein, PB. Signet (A stimulating book for leaders giving suggestions of how to use time effectively every day so that goals can be reached.)

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. David P. Campbell, PhD., PB. Argus Communications (Tells older teens how to set career goals and use talents to achieve them.)

STORIES AND SONGS (from Appendix B)

The Dove. (What goals can mean to your life.)

The Little Prince. (Meeting new people.)

Winnie the Pooh. (The goal is to get out of rabbit's doorway.)

Jonathan Livingston Seagull. (The goal is to fly and become free.)

"Imagine." (The goal is to have a peaceful loving world.)

"Bicycle Built for Two." (The goal is to get married.)

## SHOWING YOUR APPRECIATION

### Introduction for Leaders

With a busy schedule and a very complicated life with many people to see and things to get done, we often forget the special words that make people stop and smile. When we say, "thank you," or give away compliments or say how much we appreciate someone, those are the moments of our past that are remembered. It is an important habit to begin today. As you give away a compliment, you are making your life richer and more human.

To start this habit we can rely on the management concepts. You will soon notice things that you appreciate about life and you will learn to find fun ways to give compliments and to say "thank you." Your values will help you notice the parts of life that are valuable to you--a child laughing, a colorful, neat room, a thoughtful letter. When you show your appreciation it is one way of making sure that others will want to keep on doing those pleasant things. The things you value will stay alive!

You can use organization to show your appreciation. You will plan ahead for a surprise birthday gift or someone's favorite meal. You will know exactly the right way to say thank you to your friend. By planning ahead, you will make time to say thank you or give a compliment and you will do it as soon as you think of it since you don't want the thought forgotten.

Your resources will help you say thank you. You can do a special favor for a friend if you know how to fix his bicycle or mend a tear in her jacket. If you take time to teach a child to tie her shoes, you are telling her that she is someone special. You can take some energy to compliment someone who has won the music or drama contest.

You need to make decisions about the best way to show that you appreciate a friend. Your standards will guide you as to how much time and money and energy you want to use. Your standards for saying thank you can be stated by how you perform the quality of the thank you and the quantity of the thank you. They indicate how concerned you are and how you want to express yourself. Your standard will vary for each situation, each person, and the resources you have available.



## UNIT II: BASIC CONCEPTS IN STANDARDS

- Standards always reflect values.
- Standards need to be changed to meet changing situations.
- Standards need to be flexible.
- Choices are based on standards.
- Standards clearly initiate actions.
- Some standards are yours alone and some are a part of other's standards.
- Standards of living and levels of living are different.
- Standards may be more difficult to state than goals or values.
- Knowing standards requires decisionmaking.
- Standards are an important part of management.
- Standards may not be realistic unless they reflect resources and goals.
- Not all cultures, races, and socioeconomic groups have the same standards.

### Goals of this Lesson:

- encourage teens to think of many things they appreciate about life.
- suggest many ways to show appreciation.
- understand that there can be a variety of standards for showing appreciation.
- write thank you notes of varying standards.
- use the management concepts to guide how you will show your appreciation.
- interview group members to discover their goals, values, and resources.

### Materials Needed:

- Exercise 1. large sheet of newsprint on wall or floor, several pens.
- Exercise 2. member's manuals (chapter 2).
- Exercise 3. management board.
- Exercise 4. envelopes, writing utensils, paper, construction paper, scissors, stamps, phone book for addresses.



Exercise 5. large space.

Exercise 7. member's manuals (chapter 2).

Exercise 9. member's manuals challenges (appendix A)

### Exercises

#### 1. What I Appreciate

Purposes - declare what they appreciate.

- share ideas of how to show appreciation.

As the teens come in, have them write on the newsprint different things they appreciate. These can be people, things at school, nature, or very small items (safety pins). When everyone has had a chance to write, go over the different ideas and with the group write down a variety of ways to express appreciation for each item mentioned. Encourage everyone to share ideas.

#### 2. Mini-lecture on Standards and Showing Your Appreciation

Purpose - encourage the group to think about the importance of giving compliments and showing appreciation.

"Today we will spend a lot of time talking and acting out how you can show your appreciation to others. Some people don't do it because they think they are too busy, but really it is something that makes life more enjoyable. When someone opens the door for you or bakes you a cake, they are really delighted to get a thank you. It makes you feel good, too.

"When you give a compliment or show your appreciation to others, your standards will guide your actions.

"You will decide on the quality, quantity, achievement, or performance that you want to reach your goal--to give a compliment. If you want to write a thank you note, it can be one or three pages depending on your standard.

"If you say thank you the quality can vary from a quick thank you to a very carefully thought out thank you gift. If the gift is purchased you show one value; if you give of yourself it is another value.

"When you show your appreciation, it should be done with sincerity and without thought of a reward. If you give a compliment with strings attached, it really isn't honest. You might compliment a friend on a new outfit not because you mean it, but because you wanted her or him to be your friend. By openly sharing with people when they have made you happy, you will learn to be closer to others just because you're both special people."

Have the group members look at the end of chapter 2 in their manuals to find some basic guidelines on showing appreciation. If there are any questions, ask the members to help supply the answers.

### 3. Management Board

Purpose - use all the management concepts together to help show your appreciation.

Refer to the management board, and present this problem:

"If we have a goal of complimenting a special friend, then what can be filled into the rest of the management wheel? Can anyone complete the management story for themselves?

(An example would be: I've decided to compliment my teacher on how interesting her class is. My standard is to talk to her after school and tell her how I feel. My value is that I really like English and how she makes it interesting. My resources are my time and my ideas. I'll plan ahead by asking her when she has time to talk next week. I'll write down some of my ideas so I won't forget.)

### 4. Letters of Appreciation

Purposes - each person expresses appreciation through a note.  
- your appreciation can be expressed in varying standards.

With writing materials available, each person is to write three notes of appreciation. One of a low standard--in pencil, just a few sentences on a postcard. (Postcards can be made of construction paper. Address and stamp are on one side with minimum size 4" x 5".) A medium standard thank you note would be a short letter in an envelope with more time taken to express yourself. A high standard thank you note would be a detailed letter that takes even more time and is carefully and thoughtfully written. One example might be a letter to your grandmother that thanks her for the birthday gift and tells her how you will use it. The letter also includes pictures of your latest canoe trip and some of your recent fun activities with your friends. You also mention what your plans and goals are for the next school year. The letter is neatly written on nice paper and carefully checked for any spelling or punctuation errors.

Decide three people you want to thank and which letter you want to have a high, medium, or low standard.

Suggest that they or their 4-H leaders or parents can write to business people, congresspersons, relatives, friends, or even someone they have never met. Look in a phone book for the addresses.

Some examples would be:

Dear Aunt Mary,

Thank you for giving Jim and me the watermelon treat last Saturday. It sure was a wonderful surprise after our long bike ride. We had a terrific trip home, too.

Love, Sarah

Dear Mr. Ken,

Thank you for lending our 4-H club the garbage cans for our clean-up day. We loaded two dumpsters in just one morning! Hopefully the street will stay clean. Thank you for your help.

4-H Roadside Attractions

Background music? It might be appropriate to play some of the songs in appendix B to discover the standards expressed in the songs.

#### 5. Choosing a Standard

Purpose - group experience the decisionmaking when you choose a standard.

Each group member is to choose a standard by moving to the left, right, or center of the room. Designate these areas as high, medium, or low standards. You might want to explain further that a high standard means you care a lot and it is very important to you. A medium standard means that you care sometimes and it is partly important to you. A low standard means that you don't care very much.

As you shout out the topic areas, have each person move to the area of the room that represents his or her standards. These are some topics--sleep, homework, TV, pets, appearance, birthdays, food, roller skating (or any other popular sport), sewing (or any other popular craft).

Stop the exercise when the group gets the idea of choosing a standard.

#### 6. Appreciation Skits

Purpose - group cooperation is needed to get members to act out various ways to show appreciation.

Divide the members into groups of four. Present each group with a scene to role play. Instruct them to show different standards of appreciation. The scene is then presented to the group, and the group decides what standard is being shown. (Is it a high, medium, or low standard?)

Put these situations on slips of paper for the groups:

- Father has tuned up mini-bike.
- 4-H leader has driven you to the fair and taken you to the exhibits.
- Your friend's family has invited you to the cabin for the weekend.
- County agent has taken time to explain the junior leader program to you.
- A friend has helped you fix a bicycle tire.
- Your mom takes you shopping and helps you get school clothes.
- A friend shares his lunch with you.

#### 7. Appreciating Each Other

Purpose - experience showing appreciation of each other.

Have the members complete the self test at the end of chapter 2. With the group seated together, have each member share what he or she has appreciated about this meeting. This can be a person in the group or an activity.

You, as the leader, share what you appreciate first if the group has a hard time getting started. Pay attention to what each person has to say. Show with a smile or a thank you that you really value the risk taken when feelings are shared.

## 8. Applying Social Management

Purpose - apply knowledge of social management to showing appreciation.

Encourage everyone to give examples of how his or her goals, resources, values, organization, decisionmaking, and standards will help to show appreciation or give compliments.

Add these examples only if no other applications come from the members:

You need to make decisions about the person that you would like to appreciate or say thank you to and what would be the very best way to let him or her know how you feel.

You need to be organized to plan how to speak to that person, what you want to do for them, and how it will fit in with other activities.

You will use your values because they will tell you what you appreciate most about others, as you value people you will be more and more sensitive to what they give to you.

Your goal will be to make another person feel good and also make yourself feel good.

Your standards will tell you how much time and energy you spend to tell the other person how you feel.

Your resources give you a wide choice of how to say thank you-- what skills, knowledge, time, or money you can use.

## 9. A Challenge?

Purpose - decide on a goal for each person as a result of this meeting.

Turn to the challenge record, Appendix A of the member's manual. Each member is to write down a challenge. Encourage all the goals to be realistic and achievable. Show your appreciation of each person and of the personal goals set.

## Closing

Remind everyone of the next project meeting, and get volunteers for the phoning committee to remind everyone.

Close the group by having everyone link elbows or arms, sing a song or give a group hug. This is a fun way for everyone to physically be together.

Leader Evaluation

How did you do? As a group leader test yourself:

Yes

No

I knew the material.

I was aware of the group's responses to the meeting.

☐☐

I learned something about myself from this meeting.

☐☐

I felt comfortable with the group and gave a lot of positive encouragement to the members.

☐☐

I lectured only when necessary and did a lot of listening.

☐☐

Some resources that might be helpful to you or the members:

AUDIO VISUAL

"The IALAC Story." Argus Communications, FS (The filmstrip was used in Unit I but can remind teens of the importance of every person feeling loveable and capable.)

"The Giving Tree." Shel Silverstein, M (The film follows the book to show the tree that gives all he has to his friend.)

"Cipher in the Snow." M (A boy dies in the snow and no one really remembered who he was. The film shows how being ignored and neglected can cause someone to die.)

BOOKS (Showing appreciation)

Try Giving Yourself Away. David Dunn, PB. Prentice-Hall (A leader's guide to remind us of everyday habits that can show our concern for others. When you share your interests, concerns, or appreciation with others, life becomes more meaningful.)

The Giving Tree. Shel Silverstein, HB. Harper-Row (A tree loves the boy and throughout his lifetime gives openly and with no thought of reward.)

The Praise Book or Nice Things To Say To People. Marcia Jacobs, PB. Price Stern (A delightful book of ways that you can give a compliment or say something nice to anybody in any situation, comical.)

(Standards)

The Owl's Song. Janet Campbell Hale, PB (Billy White Hawk has to struggle in school and in the town, because the society doesn't respect the standards of the Native American culture.)

I Am The Darker Brother. Anthology of modern poems by Black Americans edited by Arnold Adoff, PB (The poems speak of the richness and strength of the black experience and a standard for living with soul.)

## STORIES AND SONGS (See appendix B)

Lord of the Flies. (A new standard of cleanliness has to be lived with.)

Try Giving Yourself Away. (Examples of how to show consideration of others.)

"Matchmaker." (Describes the different standards for a husband.)

"For Free." (Shows how a musician was giving away his music to others and also the different standards for playing music for free and for pay.)

## MAKING FRIENDS

### Introduction for Leaders

This age group is exploring new dimensions of friendship as each one learns how to be a friend and how to make friends with others. Members are developing a loyalty to a peer group away from the family, and they are also searching for a "best" friend. After a few years, they will be testing what it means to have a special girlfriend or boyfriend. Their friendships are full of emotional extremes as they are learning to trust others with their most secret fears and dreams.

Management concepts can be helpful in this friendship adventure. Its guidelines will help them choose friends, learn to be considerate to others, and assert their own standards and values and goals.

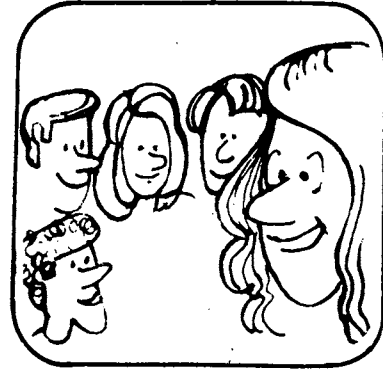
Resources can be used to gain friends by learning to play tennis, buying someone a snack, going fishing with a friend, spending time at the roller rink, or knowing the latest information about fashions, rock singers, or the local gossip.

If you are organized, your schedule will make time for friends. You will finish your homework, chores, and responsibilities quickly so that you will have time to be with your friends. You also know the best time to reach someone at home or the things to do before you ask your parents if your friend can sleep overnight. You make a plan so that you can get closer to your goals each day.

Your goals can include becoming better friends with a special person or learning to be friendlier to everyone. Your short-term and intermediate goals will help you stay determined and disciplined as you begin to see that you are making progress. Your goals will help you feel that you are controlling where you want your life to go.

Your standards can help you know the quality and the quantity of the friendships you want. You will see that you want to spend only a few hours with Bruce and maybe a whole day with Charlie.

Values are very important to your friendships. They will guide you as you choose friends and as you decide what activities you want to do with them. Your values will remind you to say, "No, I really don't want to go to that party" or "Yes, I think I'd really like to go to that picnic." The friends you choose and the activities you do together and how you treat each other are a very strong indication of your values.



## UNIT II: BASIC CONCEPTS IN VALUES

- Values give meaning and purpose to life. Values are those things that are important to you; they provide direction.
- Values may concern:
  - . an idea
  - . a course of action
  - . a person
  - . a place
  - . a thing
- Values are the bases of ALL decisions, regardless of whether they concern:
  - . material values
  - . moral values
  - . aesthetic values
- Conflicting values complicate decisionmaking.
- Values help put priorities on goals.
- Values determine what an individual will do about standards and organization.
- Values determine how resources will be allocated.
- True values are identified if they:
  - . have been freely chosen
  - . were chosen from among alternatives
  - . are prized and cherished
  - . are publicly affirmed
  - . are a part of regular behavior
  - . are repeated many times in life
- Social values, if mature, are concerned about others.

### Goals of this Lesson:

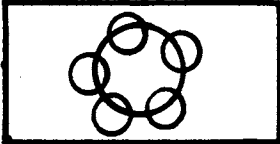
- learn that values are shown in how you relate to your friends.
- increase the amount of sharing and trust between the group members.
- experience group decisionmaking and cooperation.
- use the management concepts when making friends.
- talk about friendship problems and get solutions from the group.

### Materials Needed:

- Exercise 1. management board.
- Exercise 5. blindfolds.
- Exercise 6. member's manual, chapter 3.
- Exercise 8. member's manual (chapter 3, Challenges-appendix A).

### Exercises

1. Using the management board

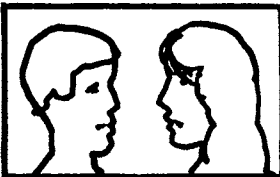


Purpose - to use all the management concepts with the goal of making friends.

With the management board in the center, start with the goal of making a new friend. Ask each person to think of a new friend they would like to have. Have a volunteer go to each circle on the board and tell how they would make a new friend ("I have decided my new goal is to make a new friend. I value music so I have decided that I will meet a new friend who plays the guitar also. My resource will be that I will play the guitar with this friend. I have decided that my standard is that I will try to get together with this person once a week. I will be organized by tuning up my guitar, buying new strings, and finding a songbook in the library.")

Encourage others to tell their own stories.

2. Friendship and Values



Purposes - each will share what he or she does with friends.

- show the link between values and friendship.

With the group sitting in a circle, give this introduction:

"Today we will talk about what friends mean to you and how management can help you choose your friends and learn to develop close friendships. I would like each person to share the activities they like to do with their friends. Try to remember what each person says."

Go around the room and encourage everyone to participate, but also allow individuals to "pass" if they choose.

"Now that everyone has shared, try to guess what values that person is showing from his or her actions. Each person will have to tell us if we are right."

Go around the circle again.

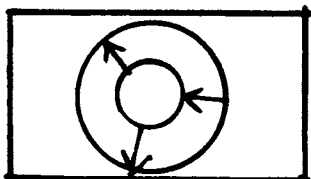


### 3. Mini-lecture on the value of friends

Purpose - remind youths of how a friendship is special and needs to have special attention.

"The important things that make a friendship are the things that you do to treat this person special. You listen to what your friend says and you really care about ideas and feelings. You are considerate and want to think of your friend first. You are honest and you tell how you are really thinking or feeling. With your friend you feel free enough to be yourself. You act tired when you are tired; you show you are depressed when you are depressed. With a friend you share things you have never told anyone else, and you know that your friend will want to listen and not tell others."

### 4. If You Were my Friend



Purposes - individuals will express which friendships and values are important to them.

- encourage members to get to know others in the group.

This exercise will encourage the members to focus on what they value in friendships. Split the group into two circles, one inside and one outside circle. Each member is across from a person in the other circle.

They are to finish the sentences and then rotate in opposite directions so that each is with a new partner. Here are the sentences to be answered:

1. The nicest thing a friend can do for me is \_\_\_\_\_.
2. I show that I can be someone's friend when I \_\_\_\_\_.
3. If we were friends, some things I would like to do together would be \_\_\_\_\_.
4. I value \_\_\_\_\_ in a friendship.
5. When I am upset, a friend can help me by \_\_\_\_\_.

### 5. Trusting a Friend

Purpose - to experience what it means to trust another person with your safety.

From the last exercise have each person stay with the partner he or she was last with. Instruct them to go to a separate part of the room and to find five things they have in common and five ways they are different. Give each pair a blindfold and these instructions:

"After you have found how you and your partner are alike, one person is blindfolded and the other leads them around the room for about 10 minutes. In this time don't talk to your partner. The leader's task is to help the blindfolded person feel, hear, taste, and experience many parts of the environment. Guide them out of doors if

possible or down steps or into a different room. After 10 minutes, the roles are switched. It is your responsibility to be sure your partner doesn't get hurt and isn't scared."

Signal to the partners after 10 minutes and then after 20 minutes ask people to share what they learned about trusting another person. Discuss the different ways that you have had to trust a friend.

#### 6. My Problem Is. . .

Purposes - youths bring up problems and get a variety of solutions.  
- remind youths that our choices of how to deal with problems indicate our values.

Divide the members into groups of four. Make sure to mix up the sexes and good friends. Give these directions:

"Each group is to think of a real or possible problem that comes up between friends. You will have 5 minutes to decide on a problem. Then present this problem to the group to get several solutions. Your group will decide on one solution and state what values helped you make the decision."

Encourage the groups to give carefully thought out and realistic solutions.

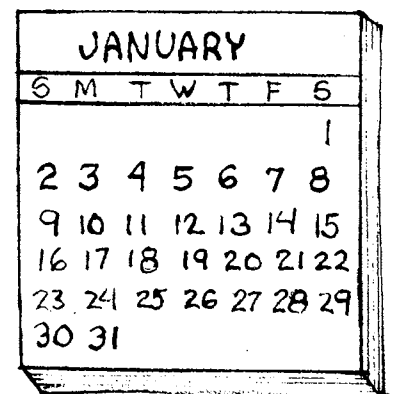
Afterwards you might want the group to discuss how their small group worked together.

1. How were the decisions made?
2. What role did each person play? Were some youths the leaders, followers, or observers?
3. Did some people feel they didn't say something they wanted to?
4. What helped the group cooperate?

Review the checklist at the end of chapter 3. Find ways to cooperate in a group.

#### 7. Calendar--My Values and My Actions

Purpose - each person decides on daily actions that will support his or her values for the next month.



The group project is to make a calendar for the coming month. In the space for each day a reminder relates to the topic for the month. For the first month focus on values. On the back of the calendar instruct each person to write down his or her values. (It will be helpful if each has read the chapter on values.) This can be referred to later. The square for each day then contains a quick reminder of those values or an important phrase about values. Here are some examples:

- Take care of my bicycle
- Write Grandma a letter
- Say hello to a new person
- Values are shown by the way I act
- Try a new recipe

It is important that the daily reminders are truly the values of that member. As the members work on the calendars, give encouragement and suggestions if they run out of ideas. Always ask them to decide what to do rather than you deciding for them.

Background music? While teens are making their calendars, you might want to play the songs for social management and have everyone listen for the value expressed in each song.

If there is time, other months could deal with:

Organization (budget your money, make a list of things to do, prepare for tomorrow).

Decisionmaking (think of the consequences before you decide, have three alternatives to choose from, ask an expert).

Resources (practice your language skills, get to know a new person, don't waste time).

Standards (find out how to make a perfect apple pie, say hello to 10 people today).

Goals (make a goal for this week, be disciplined and stick with your goal, don't give up).

8. What have you learned?

Purposes - summarize how the teens have been able to apply management concepts.

- reflect on what they have learned about themselves.
- set a goal that relates to making friends.

- A. Ask the members to complete the self test at the end of chapter 3. Then ask each person to mention one personal thing that he or she has learned.
- B. Go around the circle again and ask each person to answer how management can help them as they make friends.
- C. Each member needs to decide on a challenge that they can give to themselves from what they have learned. Some suggestions:

Plan an event to make a new friend.

Make a poster to remind others to use management to make friends.

Help members keep their goals realistic and manageable. Help them plan the small steps they have to take.

### Closing

Remind everyone of the next meeting, and assign a telephone committee to call everyone before the next meeting. (Dismiss the meeting with a group hug, handshake, or backrub.)

### Leader Evaluation

How well did I do? Did I:

Yes      No

finish the exercises?

--	--

attend to problems?

--	--

keep the meeting in a positive tone?

--	--

plan well enough for each exercise?

--	--

These resources might be helpful to you or the members:

### AUDIO VISUAL

"Strike It Rich." Argus Communications, FS. (The filmstrip reminds us that our values guide our lives and actions. The story is of an old prospector and his search for gold.) Discussion questions 3,7,8,10,16,19,24 might be helpful.

"To Be A Friend." Billy Budd Films, M. (Film looks at all types of friendships and what they can mean to us.)

"The String Bean." M. (A classic film of a woman with a plant that she nurtures and cares for.)

### BOOKS (Friendships)

Why Am I Afraid To Tell You Who I Am? John Powell, PB. Argus Communications (The importance of open and honest relationships between people to build caring friendships.)

TA For Kids. Alvin M. Freed, Ph.D., PB. A.M. Freed (Learning to understand how you interact with others, feeling OK and not OK, and how to enjoy yourself and others more.)

Love Is. Gerald A. Pottebaum, PB. St. Mary's Press (The book follows the guidelines of I Corinthians 13 -- "Love is patient and kind. . ." with pictures.)

Friendship. Edited by Robert Cummins, PB. St. Mary's Press (Illustrated book on what it means to have a friend and how you can learn from others. Short lines and quotations.)

Reaching Out. David W. Johnson, PB. Prentice-Hall (A guide for older teens and leaders for reaching out to others with effective communication and increased self awareness.)

Peoplemaking. Virginia Satir, PB. Science and Behavior Books (An interesting look at the family and how people interact with each other. Emphasizes open and positive communication.)

The Sexes: Male/Female Roles and Relationships. Edited by Betsy Ryan, PB. (Selected poems, advertisements, cartoons, prose, and quotations about what male and female roles can be.)

The Art of Loving. Eric Fromm, PB. Bantam (The skills needed to show love.)

(Values)

Meeting Yourself Halfway. Sidney Simon, PB. Argus Communications (A workbook to help teens and leaders discover their values for daily living.)

#### STORIES AND SONGS (See appendix B)

"You've Got a Friend." (How to offer your friendship to others.)

"Imagine." (The values of peace and brotherhood.)

"If I Were A Rich Man." (The values of being rich.)

"It's All Right To Cry." (The value of crying.)

Try Giving Yourself Away. (People value making others happy.)

Pigman. (One way of showing friendship and showing your values.)

## ASKING FOR HELP

### Introduction for Leaders

By asking for help we are admitting that we need other people and that we can learn from their knowledge, skill, and care. Asking for help is an important skill to learn because it can be used when you don't understand the directions to a pattern, when you need support after a death in the family, or when you are in a serious accident.

By learning the management concepts you will find it easier to ask for help because you'll see how it fits into your plan of being organized and working toward your goals. You plan ahead for what help you'll need in the future. You'll find the best way to ask for help, whom to contact, and how to learn so that you'll be able to reach your goals. (For example, you plan to take the woodworking project next year, so you ask your neighbor and father to give you some help with your project.) Your values are supported when you ask others for their advice or ideas. You are appreciating and learning from others and hopefully aren't taking advantage of people. It is a sure way to make others feel needed, valuable, and worthwhile. It's true; we need other people and they need us.

The basic guideline to follow is to not abuse the people that are offering you their help. Don't ask them to do what you can do for yourself. Ask them to teach you, not take care of you. It is also important to allow people to say no whether it's because they don't have the time, energy or expertise.

Your standards will tell you the quality of the help that you want. Do you want to talk to an expert or just someone who has an opinion based on a few experiences? Will you want to read one book or five to get the information you want? What kind of an authority do you want to talk to--a professional, researcher, or someone with a lifetime of experience? Maybe you want just anyone's advice as long as it doesn't cost you any time, money, or extra work.

You make decisions about where, how, and from whom to get help. Will you ask in a demanding or firm or concerned way? Will you call on the phone, write a letter, or make a personal visit? When making decisions remember the importance of choosing from several alternatives that you have thought through. By considering the consequences of each choice, you are planning ahead for the responsibilities that each decision will bring.

In this lesson we will focus on the importance of using your resources when you need help. Community, people, and natural resources can help you in many ways. You can use your money and time and knowledge to get help. Your personality is also an important resource that will help you get help. For example, you can pay to get private sewing lessons, spend 1 hour a day learning to type, or use your own ideas to discover how to build a dog house.

The skill of asking for help or asking questions is a resource all people need. The members should learn to feel comfortable asking for help and using the skill often in their daily lives. Remember to encourage them to share their ideas and past experiences in these exercises. Create an accepting atmosphere so that they find it easy to admit they need help from others, a very hard thing even for adults to do!

In this lesson we hope to give the teens opportunities for experiences where they'll ask for help so that they can use the skill. Remember to listen carefully to their ideas and past experiences. Encourage them to share their experiences and knowledge with each other.



## UNIT II: BASIC CONCEPTS IN PERSONAL RESOURCES

- Resources are based on values.
- Resource skills can be recognized.
- Resource development is self investment.
- Resources are involved in one's goals, values, and standards.
- Resources can be developed, used, changed, or substituted.
- Resources are sometimes used more effectively if records are kept.
- Resources usually can be used more than one way.
- Resources differ from person to person, family to family, and community to community.
- Resources affect one's standard of living.
- Resources should be related to alternatives.
- Resources include love and the ability to love and be loved.
- Resources can be developed in informal ways.
- Resources, well managed, can create a home atmosphere where family members find reasons to be home, not excuses to be away.

### Time

- Everyone has the same amount of time.
- Time works for those that make use of it.
- Time has two dimensions: hours and energy.
- Time has three values: clock, calendar, and use-value.
- Time has psychological aspects.
- Time perception is vital to time plans.
- Time affects all facets of life, not only work.
- Time available affects decisions.
- Time plans of different people vary.

- Time use depends on values.
- Time is related to standards.
- Time and energy are related.

#### Environmental Resources - Money

- Spending is related to money earned or allowance as well as money we spend.
- Money satisfaction depends on its use.
- Money use is closely related to values and goals.
- Money use is important in both:
  - how and what is spent and
  - use made of items purchased.
- Money is better spent when it provides the individual with personal growth.
- The first money available should provide for health, safety, and nutrition.
- Money use should neither harm one's self or others.
- Money use is closely related to values.
- Knowing actual costs of goods and services for long periods of time helps determine their value to us.
- Free services rendered family or friends have a dollar value.
- Money decisions are based on both fact and feeling.

#### Goals of this Lesson:

- list resources to use in emergencies or other situations where you need help.
- practice asking others for help.
- define a problem and what resources can help you.
- discover the resources in your personality.

#### Materials Needed:

- Exercise 1. newsprint and pen
- Exercise 2. newsprint
- Exercise 3. paper pieces and pencils
- Exercise 4. stories and songs from appendix or filmstrip
- Exercise 6. newsprint
- Exercise 8. member's manuals (chapter 4)

#### Exercises

##### 1. Asking For Help--What Resources Can I Use?

- Purposes - introduce asking for help.
  - as a group, discover what resources are available for different situations.
  - give a basic outline for asking for help.



Resources	Emergency Situations	I Need Someone To Talk To	I Want To Learn More
People			
Places			
Money			
Skills			
etc.			

When the group is sitting together, give them this short introduction to the project meeting:

"Through our lives we all have to ask others for help. The Beatle's song, 'I Get By With A Little Help From My Friends,' is really true for all of us. We ask people for help because we don't always know all the answers, we haven't experienced all the things other people have, and sometimes another person's opinion really can help us make better decisions.

"We are going to make a chart showing where to get help if you are in an emergency situation, if you need someone to talk to, or if you need more information. Then we'll go down the list of resources and fill in what resources can help us."

On a large sheet of newsprint put some emergency situations in the first column (e.g., rape, fire, car accident, broken window, drain stopped up, TV stops). Go down the left edge and write a list of resources (community resources, people resources, time, money). Under each emergency check the resources you would use. Ask the group for some examples.

In the next column list three or four situations where you need to talk to someone (e.g., death in the family, parents are getting a divorce, failing grades, your responsibility if you know your friends cheated on a test, drug dependency, you are afraid your crooked teeth or other physical characteristics keep friends away). Again go down the list of resources to find where you can get help.

The next column is for situations where you want to learn more (e.g., how to ski, lose weight, camp). Again go through the list of resources.

Ask the group for any comments and to discuss what they have learned.

## 2. Mini-lecture on asking for help.

Purpose - learn about being organized when you ask for help.

You need to be organized when you ask for help. It is important to find the best place, the right time, and the right person for what you want.

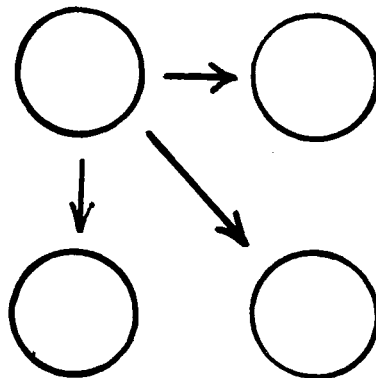
- A. Your situation. First, decide for yourself exactly what your situation is and how you need help. Share this with people you want help from. Help them understand your problem. Then they can decide if they want to and can help you. For example, you go into a shoe store and the clerk says, "Can I help you?" You need to tell the clerk what you want and need.
- B. Can You Help Me? Second, ask people if they can help you. Possibly they will not have the time, knowledge, or interest to help you. You need to allow others the opportunity to say yes or no rather than expecting that they will help you.
- C. Make an appointment or try someone else. Third, if they say yes, ask them when they would have time to help you. Find out where you will meet and what you will need to bring with you.

If they can't help you, ask them if they know another person you could ask.

Put these three points on the newsprint so that they can be referred to in the next exercise.

### 3. Specific Problems.

Purpose - have each person decide on a goal he or she needs help with. Get organized to know what resources can help you. Role play how you would ask for help.



Divide into groups of four. Each group is to decide on a goal of getting help on a problem. One person in the group writes down the answers to these questions. Give the questions separately. Allow them time to answer and then go on to the next question.

1. Write down a question or problem you need help with (I want to lose weight).
2. State what you already know about it (what I should weigh, what foods have a lot of calories).
3. State what you would like to learn (A regular exercise plan, a group to join, the basic amount of food needed each day).
4. Think of a few questions you can ask (What types of exercise and foods are best for losing weight).
5. Name at least four choices that you have of resources (a person or place) that can help you (Weight Watchers, TOPS, doctor, group of friends, join athletic team).
6. Decide on the standard of help that you want. How much will it cost? How much time will you spend? (I will spend \$2 a week, 1 hour a day, I want to lose 10 pounds by Christmas.)
7. Star the resource that will give you help at the standard you want.

Tell the group your answers to the questions. Role play how you'd ask for help. Each person can play a part in the scene. A short explanation of role playing might be needed (see below).

Give the group 15 minutes to plan the role play. Then present it to the whole group.

"Role playing is when you try to imagine the scene, how all the people feel, and what they would do and say with each other. It is a mini-play of a real life situation to help you understand how others feel or to predict how you will act in a situation."

Some questions to ask after role playing might be:

What makes it difficult to ask for help? Do you feel embarrassed? What causes you to feel embarrassed? Do you worry about feeling dumb or stupid? How did your group interact? How did you cooperate with each other? Who was the leader, follower, idea person, or silent person?

4. How can we be resources to each other?

Purposes - remind everyone that each person there can be a resource to others.

- members experience asking for help.

With everyone seated in a circle, remind the members:

"A resource is a person, thing, place or idea that can be helpful to you. It can help you work on a project, go on a vacation, or make new friends. Let's name some of the resources that we enjoy in this town. (Some examples might be the swimming pool, theater, stores, or park.)

"What about the resources that you enjoy in your home? (Some examples might be TV, bicycle, understanding parents, or pets.)

"What about resources in this room? What do you appreciate about this place that helps you have fun, learn, or feel comfortable? (Some examples might be the heat, friends, booklets, fresh air, or new ideas.)

"Now go around the circle and have each person state one thing they could teach someone else. This can be something you know, have experience in, a craft, sport, hobby, travel, or book. One person could talk about a paper route or redecorating his or her bedroom."

Remind everyone to listen carefully to what is said to see which resources each would like to use.

"Now that we know the resources that are available in this group, choose one resource that you would like to use and ask that person for help. Remember the three steps to use in asking for help."

Give an example so that the group understands the directions. (John, you said you know about living in Texas. I'd like to learn more about it because our family is moving there next year. Could we get together?) Allow people to "pass" if they don't want to participate. Also, anyone who is asked to give help has the option of helping or not. This might be a very difficult task for some members. Provide a lot of encouragement and more examples if needed. Afterwards you might want to discuss:

1. What makes it difficult to ask people for help?
2. How can you remember not to impose on others when you ask for help? Have you ever volunteered your Dad to drive or your Mom to bake cookies for a meeting without asking them ahead of time?
3. What kinds of resources will you need to help you in 10 years? Have a few teens give their predictions.
4. When you see a friend who needs help what can you do to encourage him or her to get help and use resources in the community?

## 5. Scenes from Books or Music or Filmstrip

Purpose - through a story, decide how people can be organized and use resources when they need help.

Have a group member responsible for organizing the song or story from appendix B. Discuss how the main character used resources and was organized when he or she needed help. Some especially good examples would be The Bermuda Triangle, The Outsiders, or The Dove.

## 6. The Resources in Your Personality (Ask a teen to lead this exercise.)

Purpose - remind teens to use their inner resources.

On newsprint make this chart on personality resources for the members to complete. Personality resources are different parts of your personality that can be resources to you in a variety of situations. (The group might think of more personality resources to add to the list.) Describe these resources by asking the members to brainstorm when they feel this way. (Brainstorming means to think of many examples in a short amount of time without censoring any idea.) Fill in the last column by describing the situations when this would be a positive resource to use. Use "energetic" as an example of how to fill in the chart.

Personality resources	Description	Is a positive resource in this situation
energetic	lively, cheerleader, enthusiastic, helps everyone get excited	a football game, playing sports, working together
entertainer		
thinker/problem solver		
sensitive to people		
neat and orderly worker		
relaxed, gets along with everyone		

## 7. Management Review

Purpose - to relate the project meeting to all the management concepts.

Ask group members what they have learned about management in this lesson. You might mention the following ways that management helps you when you want to ask for help.

To ask for help you need to decide exactly what you need help with, alternative solutions, and their possibilities.

Your goal is to get help to solve your problems. You might want to break this down into short-term, intermediate, and long-term goals.

State your standard for the help you want. Do you want to know everything or just a little? Do you want to spend 5 minutes or a day getting help?

When you ask for help, you use many resources, especially community and people resources. You will be asking for others to share their knowledge, skills, and tools so that you can increase your resources.

Be organized when you ask for help by asking someone who can give you the help you need and by being considerate of that person. When you ask for help, your values will guide you as to how you treat that other person. Do you take advantage of kindnesses. Do you use people and ask them to give an unfair amount of their time, energy, and talent to you? Don't be selfish.

#### 8. Challenge?

Purposes - check on some opinions the members have from the lessons.  
- define a specific goal for their own lives.

Have each member finish the self test in the member's manual. Help each person decide on a specific challenge in appendix A for his or her record that relates to asking for help. Some examples are:

- Ask the librarian to help me on a display for our 4-H Book Fair.
- Ask a friend to teach me how to canoe.
- Take a crocheting course, and go to my aunt when I have special problems.

#### Closing

(Ask a teen to suggest how to close the project meeting.)

Remind everyone about the time and place of the next meeting. Assign a telephone committee. (Complete the meeting with a group song or hug or crack the whip.)

#### Leader Evaluation

How did you do?

	Yes	No
I completed the exercises.	<input type="checkbox"/>	<input type="checkbox"/>
I was organized with materials.	<input type="checkbox"/>	<input type="checkbox"/>
I was patient and encouraged the members to express their feelings.	<input type="checkbox"/>	<input type="checkbox"/>
I was aware of the mood of the group and used it for the best teaching.	<input type="checkbox"/>	<input type="checkbox"/>

These resources might be helpful to you or the members:

#### AUDIO VISUAL

"You Have To Want Something." Argus Communications, FS. (The filmstrip reminds you to have a goal that will guide you to get help from others to reach your goal.)

"To Be Afraid." Billy Budd Films, M. (Teens talk about their fears of failing, making mistakes, and being alone.)

"Edge of Adolescence." Oxford. M (Teens 13 to 14 years old discuss sex, masculine and feminine roles, and self concepts.)

#### BOOKS (Asking For Help)

Mar the Wolf Man and Me. Norma Klein, PB. (A story about a young girl who lives with her brother and has a difficult relationship with her mother.)

Are You There God? It Is Me Margaret. Judy Blume, PB. Dell (A novel discusses common worries of teenagers.)

It's Not The End Of The World. Judy Blume, PB. Bantam (A story about the struggles that occur when your parents are divorced.)

Our Bodies Ourselves. A book by and for women, by the Boston Women's Health Book Collective, PB. Simon and Schuster (A directory for women to encourage positive care and acceptance of one's physical and mental self.)

What 'cha Don't Know Yet! Lyn Clark Doir, PB. Brooke (Basic information to help girls feel more comfortable and confident with themselves. Topics range from nutrition and beauty to love and life styles.)

#### RESOURCES

Telephone book (provides information on community, business, and people resources).

Whole Earth Catalogue. Epilog. Stuart Brand, PB. Penguin (Information about new books and self-help kits that are not available locally)

Local newspaper, want ads. (Provides information about the entertainment, politics, employment, and resources available locally)

County Extension Office. (Information on agriculture, homemaking, youth opportunities)

Local HELP line for emergencies or special problems.

Resources listed by Social Manager. (Appendix B of member's manual)

Resource information in How To Manage As If My Family Mattered. (Chapter 7 of member's manual)

#### STORIES AND SONGS

Winnie the Pooh. (Pooh needs help getting unstuck.)

The Bermuda Triangle. (The pilot needs help in solving the mystery.)

Try Giving Yourself Away. (Different examples of how you can help others.)

"Reach Out and Touch." (Reminds us to give to those who need help.)

"You've Got A Friend." (The importance of asking for your friends to help you.)

"Wake Up Everybody." (The important ways that all people can work together.)

## SOLVING CONFLICTS

### Introduction for Leader

Conflicts come up between friends, family members, and co-workers. Solving conflicts and disagreements is an important skill to learn because it can be used throughout your lifetime with the people you get to know. Learning to work out disagreements, arguments, differing points of view, or differences of opinions is needed when more than one person is around. Following management guidelines can be very helpful in solving conflicts. The guidelines will help you use all your resources, and make the best decisions that fit with your values and goals.

Define your problem and all your options to solve it, and become committed to finding a solution.

You'll need to be organized as you try to solve the conflict. Clearly understand which steps are best to take, what needs to be done ahead of time, and how you can avoid problems in the future.

When solving conflicts with others, be aware of your resources. Be aware of who can help you or give advice--a counseling agency, a friend or a teacher. Be aware of your inner resources. Your patience, ability to express your feelings and opinions, and ability to listen to others are crucial to solving the disagreements you have with others.

Other resources are needed, too. Take time, invest some energy, and be willing to spend some money or use your knowledge to solve your conflicts with your boss, your friends, or your parents.

To get the best solution to a problem, hopefully you are making careful decisions all the time. This means to be aware of the many ways that you could act to solve your problem and what you could say or feel about it. You then carefully predict the consequences of each action for yourself and for the other people involved. Now decide on the consequences that you want to accept. Remember to stay alert to reviewing what you have done before. Notice when you are pleased with your previous decisions and would act the same way again. Being a good decisionmaker means that you carefully and deliberately solve conflicts. If you close your eyes and hope that the conflicts disappear or just take the easiest solution, you are not managing your life.

We will focus on the skill of decisionmaking in this lesson. Spice up the examples for the teens by mentioning some important decisions that you have had to make in your own life. How did you decide to get married or buy a house or solve some conflicts with other people?





## UNIT II: BASIC CONCEPTS IN DECISIONMAKING

### Thinking is a Way to Control Your Life

- Decisions that make you feel good are in keeping with what is important to you and your goals.
- Decisions become more difficult as the number of choices increases.
- Decisionmaking is a process, a part of the management process, and also includes values, goals, personal resources, organization, and standards.
- Present decisions affect other decisions, past or present. Sometimes they affect future decisions.
- Decisions are sometimes influenced by pressures and responsibilities.
  - . Better decisions are made if several alternatives exist.
  - . It is important to know when to stop studying the problem and to act.
- Decisions are sometimes influenced by pressures and responsibilities. The situations that are changed can be either good or bad.
- Decisionmaking is the method used in handling resources to achieve goals.
- Decisions need to be made with openness and a willingness to listen to other's viewpoints.
- Decisions need to be made in light of whether they could bring harm to self or others.

### Goals for this Lesson:

- share a variety of conflicts that we have with others and many possible solutions for each one.
- decide on a specific conflict and make a commitment to solve it.
- understand that there are many ways to solve any problem.
- decide how each management concept can help you solve a conflict.

### Materials Needed:

- Exercise 1. newsprint and marker.
- Exercise 4. management board.
- Exercise 5. cloth, glue, thread, wax paper, felt, markers, yarn, crayon, pillow stuffing (old cloth scraps, rags, nylon stocking, or styrofoam pieces), wooden dowels.
- Exercise 7. Audiovisuals, songs, stories from the appendix B.

### Exercises

#### 1. Conflict Brainstorm

- Purposes - share the problems that we all have with other people.  
- reflect on the variety of solutions for each conflict.

With the group sitting together, introduce the focus of this lesson as solving conflicts with other people. Explain why it is important to make careful decisions, understand and work with your problems.

The first task is to brainstorm about all of the people conflicts that we have. Remind everyone that brainstorming means that you:

1. don't judge or criticize a comment.
2. say anything and everything.
3. let the ideas tag on to each other; let the previous suggestion remind you of something else.
4. aim for quantity not quality.

Have one person write down all that is said. (Don't be selective until later.) Add some of your own people problems. Stop after 10 minutes.

Ask each person to look through the chart and find some problems that are familiar to him or her.

Go through the list together, and write in at least three different ways that conflict has been solved or could be solved. Accept crazy or unethical solutions (e.g., kill your mother, steal, or lie). They are indeed a solution of sorts. Ask the group to comment on whether those solutions would fit their values.

#### 2. Mini-lecture on Problem Solving

- Purposes - state differing ways that problems are solved.  
- allow each person to reflect on how they usually solve problems.

"There are many different ways to solve one problem. It depends on the values of all the people involved, the resources that can be used, and how you organize yourself to solve the problem.

"There are several main ways that people are used to solving problems. They

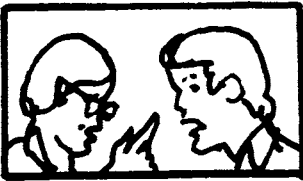
- deny that the problem exists and run away from it.
- blame themselves for everything that goes wrong.

- blame others for what goes wrong.
- decide that both people are involved in the problem and need to work it out together.

"What type of a problem solver are you? Do you like the way that you solve problems?"

Encourage the teens to reflect on any of their patterns of solving conflicts. (e.g., pout, ignore, get angry or irrational as a typical response to a particular situation) Do they notice patterns in others? Invite anyone to give comments. Share your answer to the question.

### 3. Deciding on My Goal--a conflict I want to solve



Purpose - define a conflict you have with another person and commit yourself to finding a solution.

Divide the group into pairs. Hopefully strangers will get to know each other. Give these instructions:

"In this exercise each person is to focus on one conflict that he or she wants to solve. It is important to choose a conflict that--

1. is important to you.
2. you are personally involved with.
3. you want to solve.
4. can be solved."

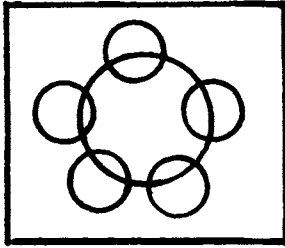
(Put these four points on newsprint.) Give these exercises one at a time allowing each pair 5 minutes to answer.

1. With your partner find three conflicts and choose one of them. describe the conflict to your partner. This is your goal.
2. Finish the sentence: This situation is important because I value. . .
3. Imagine what things will be like when the conflict is solved. What will you feel like and how will you act? How will other people feel and act? Get a picture in your mind, and then describe it to your partner. When you describe your goal, you are stating your standards for that goal.
4. Declare your goal. Tell five people in the room what your goal is.

These are steps to take in deciding on a goal and a standard and becoming committed to solving the problem.

Ask the members if it was hard or easy to decide on a goal or a standard. Did the members feel that their partners listened to them and helped them make some decisions?

#### 4. How Can Management Help You?



- Purposes - experience how the management concepts can help you reach your goals.
- make decisions about how to use resources, be organized, and declare values and standards.

Get the whole group together. Use the management board. Ask for one person to volunteer a conflict that he or she wants to solve. Go through each part of the management wheel and have the group suggest to the volunteer the possible things to fill in the management board. The member then chooses one of the ideas suggested. Here is an example.

Conflict: I am having trouble with my parents trusting me to buy my own clothes.

Goals: long-term goal--parents give me allowance to buy my own clothes.  
short-term goal--parents let me choose which winter coat to buy.

what to  
aim for

Resources: knowledge--learn about fashion tips and saving money, quality, stores.

time, money,  
skill, people,  
community,  
nat. resources

skill--learn how to shop for good buys and good clothing.  
people--talk to sister and home economics teacher.  
time--spend time to compare prices in stores.

Organization: 1st week--go through closet, decide what I need.  
2nd week--look in stores for bargains and prices, talk with friends and teacher.  
3rd week--tell parents what I have learned.

planning ahead  
developing a  
system, making  
lists

Standards: decide that I want a few nice clothes.  
decide that I want to compare prices between three stores.

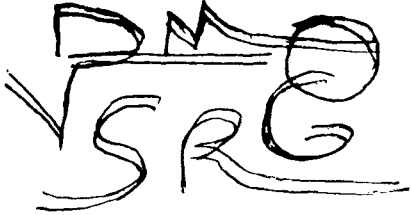
quantity,  
quality,  
performance,  
awards

Values: It is important for my parents to trust me and let me make my own decisions.

what is  
important  
to me

When you have gone through the management concepts for one member, ask for another volunteer. Encourage the group to give many suggestions so that the member is choosing between different options.

## 5. Management Design



- Purposes - make a craft object to remind them of the management concepts.
- make quick decisions about how to design the pillow or banner.

Provide materials for everyone to make a pillow or banner. The size can vary, but a 12" square pillow would be adequate. The exercise is to create a design to put the six management concepts together. Each member needs to make decisions about the design and the materials used. The letters D.M, G, V, O, St., and R must appear in some way. Here is a list of the suggested craft materials:

- on a loose weave plain material use color crayon and set by ironing on waxed paper.
- with loose weave fabric, sew running stitch with yarn and yarn needle.
- cut felt pieces and paste or sew on.
- on light weave light colored plain material, mark cloth with felt tip markers or pens.

When the designs are finished for the pillows, stuff them and sew on the back cloth. For a banner, put wooden dowels at the top and bottom.

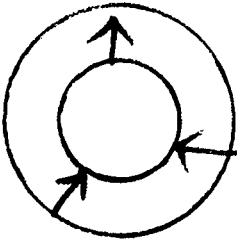
Give the group about 10 minutes to plan and 30 minutes to sew. A sewing machine would be handy. Stuffing can be of foam, old soft rags, or nylon stockings. Encourage the members to be creative but also to work efficiently.

While making the pillows, have the members complete these sentences about the conflict they would like to solve.

- Because of this conflict I have decided \_\_\_\_\_.
- Because of this conflict I am organized by \_\_\_\_\_.
- Because of this conflict my goal for this week is to \_\_\_\_\_.
- Because of this conflict these resources will help me find a solution \_\_\_\_\_.
- Because of this conflict I show that I value \_\_\_\_\_.

Background music--members might like to bring in records that give some examples of the management concepts through the songs.

## 6. Finding Many Solutions



Purposes - have members see new aspects of their conflicts.

- encourage members to listen to each other and provide suggestions that could be helpful to each other.
- have each member hear a variety of solutions to his or her problem.

Divide the group, and make two concentric circles. The inside circle faces out and the outer circle faces to the center. Each person faces someone. They will answer the statements and then change partners by the outer circle moving clockwise and the inside circle standing still.

The statements are given one at a time. The inside person finishes the statement and the outside person listens and responds. Then the roles are switched. The statements are:

1. What makes me most upset about my conflict is \_\_\_\_\_.
2. How I create the problem is by \_\_\_\_\_.
3. My problem makes me feel \_\_\_\_\_.

The response to each sentence is:

One solution could be \_\_\_\_\_.

One statement could be given three or four times so that many solutions are given. This will depend on the interest of the group.

Complete the exercise by saying:

"Now that you have many different suggestions to your conflict, you have more choices about what to do to solve it. Were any helpful? Did everyone listen to you. Was it easy for you to listen to others?"

## 7. Audiovisuals and Stories and Songs

Purpose - through a different medium reflect on how other people solve problems and make decisions about conflicts.

Listen to stories and songs or watch films. Ask the members which conflicts had to be solved and which decisions were made. Would they have made any other decisions?

## 8. Management and Solving Problems

Purpose - note how management skills can help you solve problems.

1. Reflect on what they have learned about decisionmaking, resources, goals, values, organization, or standards.
2. Ask them to name one new thing that they have learned about themselves.
3. Have the members look at the self test at the end of chapter 5 and also at the outline of how to solve conflicts.
4. Help the members decide on their challenges for the record. This will probably be the conflict that they have focused on during the lesson.
5. Discuss how management can help you solve problems.

### Closing

End the lesson with a group hug or quiet time or by asking each person to say one word that describes how he or she is feeling at that moment. Any member can "pass" if he or she doesn't want to participate.

### Leader Evaluation

Ask yourself, if you. . .

	Yes	No
- followed the plan of the meeting.	<input type="checkbox"/>	<input type="checkbox"/>
- attended to the problems that came up.	<input type="checkbox"/>	<input type="checkbox"/>
- responded openly and honestly to the situation.	<input type="checkbox"/>	<input type="checkbox"/>
- showed appreciation for ideas and involvement of group.	<input type="checkbox"/>	<input type="checkbox"/>
- gave positive encouragement to those who needed guidance.	<input type="checkbox"/>	<input type="checkbox"/>

Resources that might be helpful to you or the teens:

### AUDIO VISUAL

"Kids, Parents and Pressures." Metro Drug Awareness, M. (We all have many pressures on us but we also can choose how we will react to others. Reminds all of us to take control of our own lives.)

"Walls and Walls." Metro Drug Awareness, M. (People build walls between each other causing many conflicts, fears, and tensions.)

"Truth and Consequences." Argus Communications, FS. (Considers what the consequences are for not being honest and truthful.)

"A Fable." M. (Marcel Marceau mimes the story of a man who builds a wall between himself and his friends to find that he has built a prison.)

BOOKS (Solving Conflicts)

The Angel Inside Went Sour. Dr. Rothman, PB. Bantam. (How a principal helps confused teens solve problems and conflicts of living.)

TA for Kids. Alvin M. Freed, Ph.D., PB. A.M. Freed. (Understanding yourself and your patterns of relating to others.)

Reaching Out. David W. Johnson, PB. Augsburg. (A resource book for leader and teens with exercises in effective communications increasing your self-esteem.)

(Decisionmaking)

Born to Win. Muriel James and Dorothy Jongeward, PB. Addison Wesley. (By using the principles of TA and Gestalt, the exercises increase self-understanding and ability to make better decisions for your life.)

Values Clarification. Sidney Simon, Leland Howe and Howard Kirschenbaum, PB. Hart. (Many exercises for leaders and members to practice decisionmaking.)

The Universal Travelor. Don Koberg and Jim Bagnall, PB. Kaufman. (A creative plan for decisionmaking and reaching goals.)

When I Say No I Feel Guilty. Manuel J. Smith, Ph.D., PB. Bantam. (Making decisions for your life and asserting yourself when relating to other people.)

Creative Behavior Workbook. Sidney J. Parnes, PB. Scribners. (A guide to creative decisionmaking.)

STORIES AND SONGS (See appendix B.)

The Angel Inside Went Sour. (A teenager needs to decide how to relate to her boyfriend.)

The Outsiders. (Two boys need to decide how to avoid getting captured.)

Jaws. (A swimmer decides to take a dare.)

Winnie the Pooh. (Christopher Robin and Rabbit help solve Pooh's problem.)

"Reach Out and Touch." (How to care for others.)

"Wake Up Everybody." (Reminds everyone to work together to solve problems.)

"Imagine." (Encourages the world to live in brotherhood and peace.)

"You've Got A Friend." (Friends can help you solve conflicts.)



## TRYING SOMETHING NEW

### Introduction for Leader

Our life changes because of our decisions and goals. Life can challenge us with a new skill to learn or another interesting person to meet, place to visit, or idea to think about. Life also changes unexpectedly and without our approval: people are born and die; friends move away and new friends take their place; parents are divorced and remarried. Our lives are full of losses and gains. This is one of the last project meetings for social management and it, too, means a change.

Social management can be helpful in guiding your life through the changes that you plan for and also the unexpected changes. You can make careful decisions about how you want to accept change. You decide how to direct your life. How will you live without a mother? What sports do you want to learn? What type of job do you want to prepare for? You'll decide what is best for you as you change jobs, change schools, and make new friends.

Your resources will be important as you try new activities in your life. You'll rely on your old resources to develop new resources. You'll use your reading skill to learn about gardening. You use your experience at tennis to learn to play racketball. You'll rely on your friends to support you when you have a serious accident.

The new challenge will become your goal. You will carefully describe it by deciding your standards--how long you will work on it and how much of an expert you want to become. When short-term goals for each day or each week are checked off, they remind you that you are making progress. They will teach you that it is important to have patience and determination.

Your values always function as your guidelines. If you are in a new situation or are faced with a new problem, rely on your values to help you make a decision. Act so that you don't harm yourself or others.

Organization is the key word when you are attempting a new project or challenge. By planning ahead and preparing for what to expect, you will be ready to face the problems and responsibilities of a new situation. You can learn more by reading, talking to others, and practicing the skills you will need. You will want to plan your time and money and energy well so that you will be able to go on a vacation or learn a new sport. By being organized you will know whom to ask if you have problems and you make a plan for each day so that you can't forget to do the things that are important to you.

Management will help you appreciate and become more comfortable with the new people and situations that you meet in your changing life.



## UNIT II: BASIC CONCEPTS IN ORGANIZATION

- Organization can help people reach goals.
- Organization requires setting priorities.
- Organization is putting things into logical order.
- An individual learns to organize 1) one task, then 2) groups of tasks, and then 3) tasks for groups of people.
- Systems are a means of ordering one's life.
- Organization in home and family activities is related to attitudes, habits, standards, feelings, and knowledge.
- Organization of tasks requires patience.
- Successful organization of several tasks requires the skill of dovetailing.
- Systems may require careful attention to body movements: steps, bends, reachings, and stoops.
- Work areas planned so work can proceed from right to left (for the right-handed person) enables work to move more easily.
- Systems go more smoothly when supplies and equipment are chosen for the job.
- Systems work better if you secure cooperation from others.

### Goals of this Lesson:

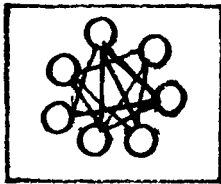
- share the new challenges in members' lives and how they are organized for them.
- with a group plan ahead for imaginary and realistic goals.
- review ideas about how to be organized for schoolwork.
- decide on and plan for a new challenge in their lives.

Materials Needed:

- Exercise 2. management board.  
Exercise 4. paper and pencils, member's manual (Chapter 6).  
Exercise 6. poster board, writing materials, paints, construction paper, glue, scissors, telephone books.  
Exercise 7. member's manual (Chapter 6).  
Exercise 8. member's manual (Challenge--appendix B).

Exercises

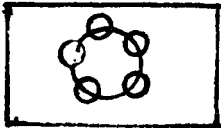
1. Share a New Experience



- Purposes - each person share a new experience he or she has recently had.
- show how organization is helpful when you try something new.

With the group sitting in a circle, ask each member to share a recent experience and to tell how he or she planned ahead of time to make it happen. Anyone is free to "pass" if she or he doesn't want to share.

2. The Management Board



- Purpose - show how to use all the management concepts to make each new experience possible.

Use the examples given of new experiences and put them as the goals on the management board. Help the member to fill in the remainder of the board. You might make some suggestions if they seem to get confused. For example, if the goal was to go fishing in northern Minnesota, a value could be spending time with father, being in the woods, or enjoying fishing. A standard could be roughing it or staying in a lodge. The resources could be fishing poles, worms, sleeping bags, knowing how to fish, or knowing how to cook over a campfire. You were organized when you made a list of things to take, got a map of the area, and talked to expert fishermen about "sure" techniques.

Ask for more than one example to help everyone understand the management process.

3. Mini-lecture about planning for things to come.

- Purpose - remind teens how to plan ahead and prepare so that goals can be reached.

Organization and planning can help you when you are in a new situation or when you are trying to reach a goal. You can be organized by:

1. Gathering all the information you need to know beforehand to make sure you have fewer problems. You can learn by talking to people, reading books, or by practicing the skills you need to know.
2. Thinking of the money you will need. Make yourself a budget. Can you make or borrow any equipment or supplies rather than spending money?
3. Planning what you will do with your time. Will you need to plan a menu, entertainment, or transportation?
4. Knowing if you need to get special permission or know special rules or laws beforehand? Do you need to get others to agree to your plans?

When you are organized, you have a fairly clear picture of what you are going to do. It is not smart to dive into something unprepared. It can be dangerous and very inconsiderate when you end up hurting yourself or others just because you were too lazy to plan ahead and be prepared.

When trying a new activity, plan the equipment you need, the skills, and the new things you need to know.

When attempting a new project, do not hesitate to ask an expert or experienced person for advice.

When in a new environment, ask questions and observe others so that you can learn as much as possible.

Be ready for the problems that might come up. Plan for emergencies and know how to get help.

Being uninformed is no excuse!

#### 4. Family Challenges

Purpose - to encourage the members to use organization in a family group when dealing with a problem situation.

Divide the group into groups of four. Instruct them to play roles as family members (mother, sister, baby, grandfather, etc.) and to plan how they will deal with the problem situation that you give them. The emphasis is on organization. Ask them to refer to chapter 6 in the member's manual if they need more ideas. Give each group paper and pencils so that they can make lists of things to do, things to plan ahead of time, people to talk to, what information is needed, what skills to learn, how to use money, time, etc. Give one of these problem situations to each group orally or on a slip of paper.

- In your pretend family your mother dies. How does each person do more of his or her share of the family duties?
- Your family is going on a vacation. Plan where you will go, your budget, your schedules, and what you want to do to prepare for your vacation.

- Your family has just bought a new house. Plan how you will spend time fixing it, how you will divide up tasks, how to budget money and time.
- Your family has invited three foreign guests to visit for the weekend. Plan what you will do and how you will get to know them. Plan your budget, your meals, and the responsibilities for each person.
- Your family wants to spend a weekend exploring the city that is closest to you. Decide what you want to do, where you will stay, and what preparations need to be made ahead of time.

Allow the groups 10 to 15 minutes to plan. Tell them when they have 5 minutes to finish their plans. Visit each group as they are working; give suggestions if they run into any problems.

Ask all the groups to share their plans. Can you find anything they forgot to plan for? How are they prepared to deal with emergencies?

## 5. A Real Challenge

Purpose - with a friend plan realistically by considering your resources, values, and goals.

Ask the members to find someone they would like to do a project with. Hopefully the groups will be small (two or three people) and everyone will have a group. This exercise can be done alone if the member wants. Give these instructions:

"In your group you now can choose a real challenge to plan for. You will need to be much more realistic in this plan because you will have to consider your resources, standards, and values. Choose between these goals and make a careful plan of attack. After 10 minutes you will share your plan and we will all try to find if you have forgotten to plan for or predict what problems you will have. Here are your choices:

1. A money making project.
2. Have a party for younger brothers and sisters.
3. Have a special dinner for foreign students, teachers, or 4-H leaders.
4. Make a project--boat, treehouse, tent, go-cart.
5. Plan an overnight trip--hiking, biking, canoeing, back-packing, or cross country skiing.

"Remember, be realistic about the time and money you will give to this project."

When the groups share their plans, give some positive feedback to each one. Encourage them to make their plans come true. Ask them to list the resources they will need and the steps they could take today to reach their first goal.

## 6. Plan a Dream

Purposes - use organization to make dreams become goals that can be reached.

- make a poster to outline the things to do and how to be organized to reach a goal.



Give this orientation:

"This is one of the last meetings together. It is important to emphasize that you will be moving on to a new group and new activities and that you can take what you have learned to make your next experience more meaningful. We will focus on a goal for the future and then make a poster to remind us to stay organized so that the goal can be reached."

(To the leader: List the following on newsprint and also show an example of your own poster of one of your dreams.)

1. Take a few minutes of silence to think of a goal for yourself for the future. Write it down.
2. Now ask around in this group until you find three people who can give you some more information about your dream. Ask if they have ever done this or know someone who has. Ask if they know about it or can tell you where to get some information.
3. Now look in the telephone book to find three numbers that you can call to get some more information. You are now getting started toward your goal.
4. Write down a list of things to do to reach your goal.
5. Write down a list of things that can be done this week to get close to your goal.
6. Estimate the money you will need.
7. Estimate the skills you will need.
8. Estimate how much time you will spend a week working toward this goal.
9. List three small goals that you need to accomplish before you get to your larger goal.

"Now on the poster you design include a picture of a figure that reminds you of your goal and make lists of the things you need to do and check off boxes when they are done. This is a working poster. It helps you remember your goal and stay organized. This is an example of the poster:"

CLOWN CLUB	
	Things to do
	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Money to earn
	
Goals:	
Make costume	<input type="checkbox"/>
Decide on act	<input type="checkbox"/>
Do an act with other clowns	<input type="checkbox"/>
	People to talk to
	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

When the posters are finished, invite members to share them with the group. Give positive and encouraging comments to each member.

#### 7. Management Review

Purpose - review what has been learned from this lesson.

Recall that this is the last management lesson and that the group needs to use what they have learned in the project for their future projects.

1. Go around the room and ask each person to share how he or she can use management when trying something new. Ask everyone to listen to the ideas.
2. Ask each person to finish the sentence: In this project I learned. . .
3. Ask the members to complete the self test at the end of chapter 6.

#### 8. A Challenge

Purpose - to decide on a goal that will help the member apply this lesson.

Ask each member to complete the challenge record for this lesson. What goal can be made for his or her life? This might be a repeat of what has been decided on the poster. Ask the members to look at all the previous challenges. Have all the previous challenges been completed? Which has been most exciting or valuable to the member? What lesson was the most important? Suggestions for a challenge: pick a new 4-H project, start a new friendship, take over new responsibilities at home, learn to cooperate with people in a new way.

### Closing

Have each member turn over his or her poster. Instruct the members to write a special message to each other on the back of the posters. This is one way to say something that is hard to say face-to-face to that person. Encourage the members to reflect on what they have learned from each other and positive comments they would like to share.

Close with a group bunny hop, dance, or game of tag.

### Leader Evaluation

How did you do? Did I;	Yes	No
prepare adequately?	<input type="checkbox"/>	<input type="checkbox"/>
know the material?	<input type="checkbox"/>	<input type="checkbox"/>
give many suggestions rather than making decisions for the members?	<input type="checkbox"/>	<input type="checkbox"/>
keep aware of the general feelings of the group?	<input type="checkbox"/>	<input type="checkbox"/>
give positive encouragement to all members?	<input type="checkbox"/>	<input type="checkbox"/>

These resources might be helpful to you or the members:

#### AUDIO VISUAL

"To Be Afraid." Billy Budd, M. (Teens talk about the fears of failure and being alone or feeling stupid. Fears often stop us from trying new experiences.)

"Get High On Life." DANA, M. (Reminds us of all the joys and adventures life has to give.)

"The Wonder Of It All." Argus Communications, FS. (There is so much to discover and wonder about life that we must never stop being curious.)

#### BOOKS (Try Something New)

The New Games Book. New Games Foundation, PB. Doubleday Dolphin (non-competitive athletics to get everyone playing and having fun.)

Acclimatization. Steve Van Metre, PB. American Camping (Be more aware of nature and the world around you.)

Extend: Youth Reaching Youth. Ken Fletcher, PB. Augsburg (A curriculum of helping teens be supportive and helpful to others.)

Shifting Gears. Nena O'Neill and George O'Neill, PB. Avon (Understanding how you can allow the world to change, but still hold onto who you are.)



(How to adjust to the changes in our lives.)

Try Giving Yourself Away. David Dunn, PB. Prentice-Hall (Examples of how to reach out to others and make your own life richer because of it.)

How to Survive the Loss of Love. Melba Colgove, Ph.D., Harold Bloomfield, Peter McWilliams, HB. Simon & Schuster (Learning to accept the changes in life and to move on to new things. Relates to death, loss, and goals that are not reached.)

Dove. Robin Lee Graham, PB. Harper and Row (Sailing around the world alone was a tremendous challenge for a teenager!)

(Organization)

How to Get Control of Your Time and Your Life. Alan Lakein, PB. Signet (Suggestions of how to use your time to attain your goals and manage your life.)

22 Ways to Succeed in School. Chapter 7 of member's manual.

STORIES AND SONGS (found in appendix B.)

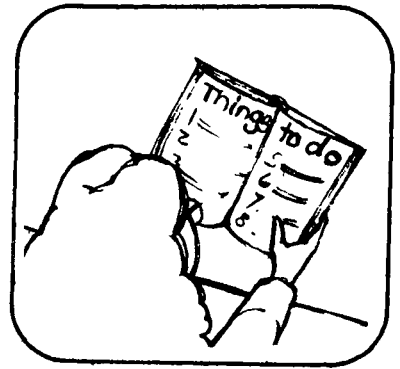
Jonathan Livingston Seagull. (The challenge of learning to be free.)

The Bermuda Triangle. (Solving the mystery of the Bermuda Triangle takes organization and curiosity.)

Dove. (Being organized and prepared to meet all the challenges of the sea.)

"Wake Up Everybody." (Organizing all the people to make a better world.)

"Matchmaker." (Planning how to get a match.)



## BEING IN CHARGE EVERYDAY

### Introduction for Leaders

Management becomes an important tool to use in our lives everyday not only when emergencies or big projects come up, but also in learning how to live with your family, how to get along with a special friend, or how to feel more comfortable at school. Management helps you make decisions that you won't regret later because you know that your actions are guided by your values and goals. These words of wisdom talk about management:

### Rules Of Life

The rule of life is to be found within yourself.  
Ask yourself constantly, "What is the right thing  
to do?"  
Beware of ever doing that which you are likely,  
sooner or later, to repent of having done.  
It is better to live in peace than in bitterness and  
strife.  
It is better to believe in your neighbors than to  
fear and distrust them.  
The superior person does not wrangle. He (or she) is  
firm but not quarrelsome. He (or she) is sociable  
but not clannish.  
The superior person sets a good example to his or her  
neighbors. She or he is considerate of their  
feelings and their property.  
Consideration for others is a basis of a good life,  
a good society.  
Feel kindly toward everyone. Be friendly and  
pleasant among yourselves. Be generous and  
fair

--Confucius

In this lesson we'll emphasize the everyday use of management and using all the management concepts together. It will also be important for members to complete appendix A for the project evaluation.

Goals of this Lesson:

- emphasize the everyday application of management.
- experience using all the management concepts together.
- complete the member evaluation and records.
- say goodbye.

Materials Needed:

- Exercise 1. member's manual (Chapter 7) and space
- Exercise 2. problems written on slips of paper
- Exercise 3. some props for a home scene
- Exercise 4. member's manual (Chapter 7)
- Exercise 5. member's manual (appendix A)

Exercises

1. What Happens at Home?

- Purposes - discuss the home checklist in Chapter 7 of member's manual.
- have members share how the ideas and activities apply to their own family situations.

✓ = I do it.

✚ = I want to do it.

— = Not interested how.

In this exercise go through the checklist and randomly select some of the items that might be interesting for the group to discuss. After a few items, maybe the members will catch on to the process and want to discuss other items in the checklist.

Give this introduction to the exercise:

"We'll spend this time going over the checklist and discussing how these ideas can be used at home. Some activities and ideas might be very important to some homes and impossible or considered unimportant in other homes. It will be interesting to compare."

With each item ask all the members to go to a part of the room that represents the ✓ or ✚ or — that they gave on the checklist. To encourage discussion have the groups ask questions among themselves (e.g., "How does your family manage to do it?") or draw out one group in this manner:

- From the ✓ group ask one person how the family or individual is organized to do this task, what resources are used, and how the family makes decisions about it.
- From the ✚ group ask one person to declare a goal that he or she has made regarding this activity, where will he or she gain the resources (knowledge, time, money, and skills to do it), and what values helped her or him to make the decision.

- From the ~~one~~ group ask one person to discuss why this is a difficult item for her or his family, what resources might be needed to make this item possible, or maybe why this isn't important to his or her family.

Go on to another item and have the members go to the appropriate groups. Encourage discussion again by one of the above questions.

In these exercises keep yourself mainly as a reporter, trying to get information from what is done in homes and families and helping all express their opinions. Be free from judgment of their ideas so that their ideas and opinions will be given more freely.

Ask for any comments on the basic information that is given after the checklist items, whether they think it's important, not important, or if they learned from it.

## 2. Everyday Hassles

Purposes - to apply management to a problem.  
- as a team discover how to use all the management concepts.

Ask group members to divide into pairs by choosing someone they feel like working with. Explain that this might be an old or new friend or someone they hardly know. Mention the fact that it's hard to choose someone because we're afraid of being rejected. It is also difficult to allow yourself to be picked. Let members' inner feelings guide them to the right person. (Hopefully, the group members are comfortable with each other and they won't need to stick with old friends.)

Each pair is given two problems (list follows). If you feel that the members have some creative energy, ask them to give each other a problem to deal with. Give the following instructions:

"With this problem you are to use all six parts of management to find a solution. You are to help each other make good decisions about the values they hold with this situation, a goal and several intermediate goals to deal with this problem, a standard that will describe the goal in either the quantity or quality or manner in which to achieve the goal, decide the resources that will be used to reach this goal, a plan of organization of your daily life that will get the problem solved. Your partner is there to remind you of all the management concepts and to suggest any plans or resources that might be helpful to you or to point out any weaknesses or problems you might have."

After 10 minutes, switch and let the other person work on a second problem. Discuss the whole process in the end.

You remember to be the timekeeper, after 10 minutes and then 20 minutes. Work with members only if they ask for your help. It might be interesting if you give some of the groups the same problems without them realizing it. After 10 minutes, ask them to share the different ways that the same problem can be solved.

Some sample problems:

- A friend has asked you to go on a 2-week canoe trip with his family.
- You want to go to a Halloween party and need to wear a costume and do something for the talent show.
- You are sick and miss a week of school.
- Your teacher gives you a lot of help in learning how to finish an art project.
- You need to care for the neighbors' pets while they are on vacation.
- You want to perform an act in the talent show.
- You want to plan a 4-H family picnic.
- You want to visit a friend who has moved to another state.

### 3. Let's Argue--Let's Manage

Purpose - to show how solutions to an argument can be found if management is applied.

The whole group can participate in this exercise or a small assigned group can practice and perform for everyone.

Give these instructions:

"Divide into groups each containing four or five people. One person is a director and the rest are actors. You are to act out one typical family problem. Each actor plays a role of a parent, involved adult, or young person. Decide what the argument is and the position each person will play. The director at different times in the exercise will stop the action and help you all apply the management concepts to help you solve the problem. The director will ask about your values, goals, standards, resources, or method of being organized or making decisions. You will be asked to discover the ways you are different from or the same as the other actors. Hopefully, new creative ways of making decisions can be found."

Here are some suggested questions for the director:

- What values do you all have in common?
- What values conflict?
- What is the goal behind what each person is talking about?

For example:

Father - to have home well cared for  
Mother - to save money  
Teen - to have a party

As a director, discover how the actor's ways of organizing, setting standards, and using resources can show consideration of others. Notice how the actors can solve an argument when they have a better understanding of each other's goals and values and begin to make decisions together.

Give groups 10 to 15 minutes to practice. Encourage all to share their dramatic talents and use their knowledge of management.

#### 4. Being Organized For School

Purpose - to become familiar with all the suggestions for being organized for school (member's manual, Chapter 7).

Play charades by acting out different ways of being organized for school. Divide the group into two teams. All members are given a short amount of time (1 minute) to study the 22 ways to be organized for school. Then, have them put away the lists. The list needs to be remembered for the team to give the charade for the actor and also to guess the item when it is their turn to receive the charade.

Each member of the team is given one item to act out for his or her team. The numbers of action hints that are necessary to give before the answer is discovered is the score for the team. The lowest score wins. (An example of one charade might be to take notes when you read.)

It might be necessary for you to give hints so that some of the forgotten points on the list can be remembered.

#### 5. Sharing Your Opinions

Purposes - to discuss together what the project has meant and the positive and negative aspects (talk about the positive first).

- give all the members time to fill out the evaluation form.

Ask all members to give their reactions to the meetings. You might want to structure the discussion with the following types of questions or to let members generally mention their positive and negative reactions to the project. Be open in sharing your reactions to the project. Encourage all the positive thoughts to come out first.

- Meeting someone new--Do you feel it is easier to meet new people and talk with them? Do you find it easy to make goals for yourself? Which exercises can you remember from the lesson?

- Showing your appreciation and standards--How often do you give others compliments or encouragement? How do you decide on a standard for your goals? What did you learn about yourself from that meeting?

- Making friends and values--When are you aware of your values? Can you easily share your feelings and ideas with a friend?

- Asking for help and resources--What resources have you developed through this project? How has the lesson made it easier for you to ask for help?

- Solving conflicts and decisionmaking--How has your method of solving conflicts changed because of this project? When making decisions, how do you find alternative ways to solve a problem?

- Trying something new and organization--Has the project made it easier for you to try new experiences? When are you most organized in your life?
- Being in charge every day and total management--What problems or aspects of your life need more management?

Ask the members to fill in the evaluation forms and hand them in to you.

Remind teens that it isn't necessary that they reach every goal in the challenge record that they set for themselves. The most important thing is that they set up a goal to give direction.

### Closing

We often regret not saying something to a friend until it is too late. This is an exercise to help everyone say goodbye to the group and to individuals.

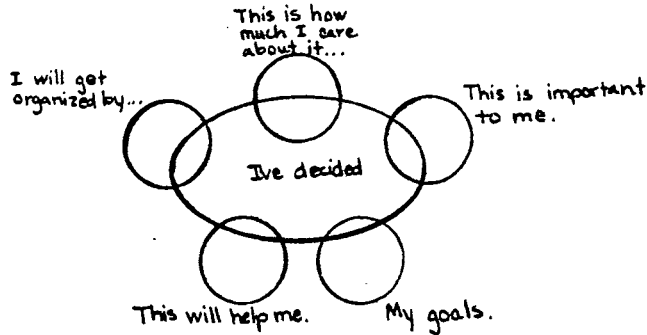
Spend some time in a circle with everyone sharing what she or he appreciated about the group or any individual member. (John, I've appreciated your sense of humor. I've appreciated how the group spirit encourages everyone to feel comfortable.) Then ask the members to go to the outside parts of the room, in spaces of their own, and spend a minute in silence feeling as if they really have left the project meeting. Ask them to spend this time thinking of the people they forgot to say goodbye to. Now invite the members back into the group to finish saying goodbye to individuals. End with a group hug.

appendix A

The Management Game

The Management Board will help young people see that they can manage only when they use all the management concepts together.

Make the board on tagboard or stiff cardboard roughly 12" x 24". On the surface, draw this design, each circle in a different color. Add the words by each circle.



The large circle is decisionmaking, and it connects all the other concepts--values, goals, standards, resources, and organization.

For each circle make a number of squares from construction paper matching the color of the circle.

On each square put an example of that management concept. Here are some examples:

Decisionmaking--"I've finally made up my mind..." "I've decided..." "After thinking about it..." "After considering the consequences..." "After thinking about all the possibilities, I've decided..." "Because of my past experience, I decided..."

Goals--Do well in school, make more friends, get a special girl/boyfriend, get a job, buy a car, etc.

Organization--Make lists of things to do; I don't waste time; do the most important things first; learn to do routine tasks quickly; plan ahead for what needs to be done; make arrangements ahead of time; plan my time so I get everything done.

Values--My family, health, appearance, knowledge, art, nature, money, being popular, inner peace.

Standards--Try to do an excellent job, try to do an average job, try to achieve the highest recognition, want to only put out minimum effort, want work to be of average quality, want no recognition, will do an average amount of work.

Resources--Can easily talk to people, save my money, spend a lot of time, get help from community resources, use my skills, use my knowledge, rely on my personality to help me, depend on natural resources, depend on the materials and tools I have.



Each card will have a different aspect of that management concept on one side and the name of the management concept on the other side.

Now you are ready to tell a management story. Turn over one card in each pile and try to make a story that suits you and also puts all the management concepts to use.

The decisionmaking card is used with each circle. The phrases outside each circle will help you tell the story. Here is an example:

I've decided, after thinking about it (decisionmaking), that my family is important to me (values). I've decided that my goal is to do well in school (goal), because it will help me learn more and please my parents.

I've decided that one thing to help me is spending a lot of time (resource) for studying and learning.

I've decided that I will get organized by making lists of things to do (organization) that will remind me of my school assignments.

I've decided that the amount that I care about this goal is that I want to do an average amount of work (standards) and get a "B" average.

As different cards are turned over, the story changes. The trick is to find cards that could suit the player (especially with a values or goals card) and then to make a story out of the cards.

appendix B

Management Found in Stories and Songs

The following is a list of songs and stories showing parts of the management concepts. You can use them with any lesson to emphasize how management applies to each person's life. This could be an exercise that a teen could be responsible for. Work closely with the young person to make sure that you will be comfortable discussing the contents with your members.

The cassette recording of all the songs is available in each county.

Other songs and stories could be an interesting project or demonstration for the members.

Contents

Songs

Wake Up Everybody  
Sahra Cynthia Sylvia Stout Would Not Take the Garbage Out  
Isn't It Nice To Be Home Again  
It's All Right to Cry  
For Free  
Put on Your Old Grey Bonnet (A Bicycle Built for Two)  
Matchmaker  
You've Got A Friend  
Mother Nature's Son  
If I Were A Rich Man  
Big Yellow Taxi  
Smackwater Jack  
Imagine  
Reach Out and Touch

Stories

Dove  
Jonathan Livingston Seagull  
Lord of the Flies  
Winnie the Pooh  
The Pigman  
The Outsiders  
Jaws  
The Bermuda Triangle  
Try Giving Yourself Away  
The Little Prince  
The Angel Inside Went Sour

## WAKE UP EVERYBODY

words and music by J. Whitehead,  
G. McFadden and V. CarStarphen  
sung by Harold Melvin and the Blue Notes  
taken from the album Wake Up Everybody

Wake up everybody!  
No more sleeping in bed.  
No more batty thinkin'...  
time for thinkin' ahead.  
The world has changed so very much  
from what it used to be.  
There is so much hatred, war and poverty. V  
G Wake up all the teachers,  
time to teach a new way. St.  
Maybe then they will listen to what  
you have to say.  
They're the ones who's comin' up  
and the world is in their hands. 70  
When you teach the children, V  
teach them the very best you can. St.

G The world won't get no better...  
we got to change it...  
ya, just you and me.

Wake up all the doctors...  
make the old people well. V 70  
They are the ones that suffer and  
catch all the hell.  
They don't have so very long until  
the judgment day...  
So, won't you make them happy St.  
before they pass away.

G Wake up all the builders...  
it's time to build a new land. V  
We can surely do it if we all lend a  
hand.

o { Only thing we have to do is put it in  
our mind.  
Surely things will work out.  
They do every time.

o { The world won't get no better if we  
just let it be.  
The world won't get no better...  
we got to change it...  
ya, just you and me.  
Can't do it alone...  
need some help ya all!  
Wake up everybody!

### GOAL:

Change the world, wake  
up teachers, builders  
doctors, everybody

### ORGANIZATION:

Planning how to change  
the world for the future

### VALUES:

Get rid of hatred, war  
and poverty, teach children,  
care for old people, build  
a new land

### STANDARDS:

Teach the very best, make  
old people happy

### DECISIONMAKING:

Deciding how to build and  
teach and care for the  
world

"Wake Up Everybody"  
Mighty Three Music, Inc.  
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## SAHRA CYNTHIA SYLVIA STOUT WOULD NOT TAKE THE GARBAGE OUT

words and music by Shel Silverstein

from the album, Freakin at the Freaker's Ball

Sahra Cynthis Sylvia Stout

DM Would not take the garbage out  
R She'd scour the pots and scrape the pans  
V Candy the yams and spice the hams  
V And though her daddy would scream and shout  
V She simply would not take the garbage out  
And so it piled up to the ceilings  
Coffee grounds, potato peelings  
Brown bananas, rotten peas  
Chunks of sour cottage cheese  
It filled the can it covered the floor  
It cracked the window and blocked the door  
With bacon rinds and chicken bones  
Drippy ends of ice cream cones  
Prune pits, peach pits, orange peel  
Gloppy glumps of cold oat meal  
Pizza crusts and withered greens  
Soggy beans and tangerines  
Crusts of black burned buttered toast  
Gristly bits of beefy roasts ...  
The garbage rolled on down the hall  
It raised the roof, it broke the wall  
Greasy napkins, cookie crumbs  
Globs of gooey bubble gum  
Cellophane from green baloney  
Rubbery blubbery macaroni  
Peanut butter caked and dry  
Curdled milk and crusts of pie  
Mouldy melons, dried up mustard  
Egg shells mixed with lemon custard  
Cold french fries and rancid meat  
Yellow lumps of cream of wheat ...  
At last the garbage reached so high  
That finally it touched the sky  
DM And all the neighbors moved away  
DM And none of her friends would come to play St.  
DM And finally Sahra Cynthis Stout said  
"OK, I'll take the garbage out"  
But then, of course, it was too late O  
The garbage reached across the state  
From New York to the Golden Gate  
And there in the garbage she did hate  
Poor Sahra met an awful fate  
That I cannot right now relate  
Because the hour is much too late  
But children, remember Sahra Stout  
And always-take-the-gar-bage-out!

### STANDARDS:

Neighbors, friends, and  
Sahra had different quality  
standards for living with  
garbage.

### DECISIONMAKING:

To not take out the garbage  
Neighbors moved away  
Friends wouldn't come to play

### GOALS:

To not take out the garbage

### VALUES:

Other kitchen chores were  
more important than the  
garbage

### ORGANIZATION:

Did not plan ahead by taking  
care of the garbage

### RESOURCES:

Skill of cooking and cleaning

"Sahra Cynthia Sylvia Stout Would  
Not Take the Garbage Out"

Copyright 1973  
Evil Eye Music, Inc.  
New York, New York  
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### ISN'T IT NICE TO BE HOME AGAIN

words and music by James Taylor  
from the album Mud Slide Slim

Late last night so far away  
I dreamed myself a dream.  
Well, I dreamed I was so all alone.  
Isn't it nice to be home again  
I said welcome home  
Didn't we miss your smiling face  
Well, the sun was nice in L.A. **R**  
Sunshine **R**  
Isn't it nice to be home again. **R,V**

#### VALUES:

Home

#### RESOURCES:

Home, L.A., Sunshine

#### ORGANIZATION:

Planning what to do when  
at home.

"Isn't It Nice to Be Home Again"  
1971 by Blackwood Music, Inc.  
and Country Road Music, Inc.

### IT'S ALL RIGHT TO CRY

words and music by Carol Hall  
sung by Rosy Grier  
from the album Free to Be You and Me

**V** { It's all right to cry **R**  
Crying gets the sad out of you **G**  
It's all right to cry  
It might make you feel better. **G**  
  
Raindrops from your eyes  
Washing all the mad out of you **G**  
Raindrops from your eyes  
**O** { It might make you feel better.  
  
**V** { It's all right to feel things  
Though the feelings may be strange  
Feelings are such real things  
They change and change  
and change...  
**O** { Sad and grumpy  
Down in the dumpy  
Singgly, huggly  
Mean and ugly  
Sloppy, Slappy  
Hoppy, Happy  
Change and change and change.  
  
It's all right to know  
Feelings come and go.  
**V** { It's all right to cry it might  
make you feel better.

#### VALUES:

To cry and have feelings

#### ORGANIZATION:

Planning how your feelings  
change and how to feel  
better

#### RESOURCES:

Crying

#### GOAL:

To feel better by crying

#### STANDARD:

Performance standard of  
crying to feel better

#### DECISIONMAKING:

Make a decision to cry  
and to feel things

"It's All Right to Cry"  
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# HE PLAYED REAL GOOD FOR FREE

words and music by Joni Mitchell  
from the album Ladies of the Canyon

0 [ I slept last night in a good hotel <sup>R</sup>  
I went shopping today for jewels <sup>R</sup>  
The wind rushed down the dirty town  
And the children let out from the school  
I was standing on a noisy corner  
Waiting for the light in green  
Across the street he stood  
And he played real good  
On his clarinet, for free. ] 0

R Now me, I play for fortune  
And those velvet curtain calls. <sup>V, St.</sup>

0 [ I've got a black limosine <sup>R</sup>  
And two gentlemen <sup>R</sup>

Escorting me to the halls

0 [ And I play if you have the money <sup>R</sup>  
Or if you're a friend to me, <sup>R, DM</sup>

But the one man band  
By the quick lunch stand

He was playing real good for free. <sup>DM</sup>

DM Nobody stopped to hear him

Though he played so sweet and high.

St. They knew he'd never

Been on their T.V.

So they passed his music by.

I meant to go over and ask for a song

Maybe put on some harmony...

I heard his refrain

As the signal change

He was playing real good for free.

## RESOURCES:

Hotel, jewels, curtain calls,  
limosine, musical skill

## GOALS:

Buy jewels, velvet curtain  
calls, money, playing for  
free

## STANDARDS:

Quality music, high quantity  
pay, and low quantity pay.  
Low appreciation for music.

## VALUES:

Music, fortune, people value  
famous musicians

## DECISIONMAKING:

She decided not to stop.  
Both have decided how to use  
their musical skills.  
People decide not to stop.

## ORGANIZATION:

She is organized in shopping  
for jewels, how she shares  
her music, he is organized  
in how he'll play for others.

"He Played Real Good for Free"

1969 Siquomb Publishing Corp.

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## A BICYCLE BUILT FOR TWO

sung by Mitch Miller and the Gang  
taken from the album Still More Sing Along With Mitch

St. O { Daisy, Daisy,  
Give me your answer do! G  
I'm half crazy  
All for the love of you. V G  
It won't be a stylish marriage  
I can't afford a carriage.  
But you'll look sweet  
Upon the seat  
Of a bicycle built for two. R

### ORGANIZATION:

Planning for a marriage with  
limited funds

### GOALS:

To get her to say yes, to  
get married

### STANDARD:

Different performance  
standard for getting married

### RESOURCES:

Bicycle

### VALUES:

Daisy

## PUT ON YOUR OLD GREY BONNET

words and music by Stanley Murphy and  
Percy Wenrich

G  
G R  
R R { Put on your old grey bonnet  
With the blue ribbon on it  
While I hitch old Dobbin to the shay, ] O  
And thru the fields of clover  
We'll drive up to Dover  
On our golden wedding day. G V

### GOALS:

Put on bonnet, hitch up  
horse, drive to Dover, get  
married

### STANDARD:

High achievement standard  
(to get married)

### RESOURCES:

Bonnet, horse, shay, fields,  
Dover

### ORGANIZATION:

Planning the order of things  
to do.

### VALUES:

Marriage

### DECISIONMAKING:

Decided to get married.

"Put On Your Old Grey Bonnet"  
Warner Bros., Inc.  
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## MATCHMAKER

lyrics by Sheldon Harnick

music by Jerry Bock

taken from the album Fiddler on the Roof

G MATCHMAKER, MATCHMAKER, make me a match, V  
Find me a find, catch me a catch;  
R MATCHMAKER, MATCHMAKER, look through your  
book and make me a perfect match. } 0  
R MATCHMAKER, MATCHMAKER, I'll bring the  
veil, you bring the groom, slender  
and pale;  
R Bring me a ring, for I'm longing to be  
the envy of all I see.  
For poppa, make him a scholar, V  
For momma, make him rich as a king. V } st.  
For me, well, I wouldn't holler if he  
were as handsome as anything. V  
MATCHMAKER, MATCHMAKER, make me a match,  
Find me a find, catch me a catch;  
Night after night in the dark I'm alone,  
So strike me a match of my own.  
  
MATCHMAKER, MATCHMAKER, you know that I'm  
still very young, Please take your time;  
Up to this minute, I misunderstood that I  
could be stuck for good.  
V Dear momma, see that he's gentle, remember } 0  
you were also a bride.  
It's not that I'm sentimental.  
It's just that I'm terrified.  
  
G MATCHMAKER, MATCHMAKER, plan me no plans,  
I'm in no rush, maybe I've learned playing  
V with matches a girl can get burned. } 0  
So bring me no ring, groom me no groom,  
find me no find, catch me no catch;  
Unless he's a matchless match!

### VALUES:

Different values shown by  
type of groom - scholar,  
rich, handsome. Values  
marriage later changes to  
value of not being hurt

### ORGANIZATION:

Planning ahead for type of  
groom wanted, anticipating  
hurting situation and plan-  
ning not to get married

### DECISIONMAKING:

Deciding what type of groom,  
deciding to not get married

### STANDARDS:

Description of groom -  
scholar, rich as a king,  
handsome as anything; a  
matchless match

### GOAL:

To get married, to not get  
hurt

### RESOURCES:

Matchmaker, ring, groom,  
mother

"Matchmaker"

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## YOU'VE GOT A FRIEND

words and music by Carol King  
from the album Tapestry

When you're down and troubled and you  
need a helping hand  
And nothing, nothing is going right.  
Close your eyes and think of me and  
soon I will be there  
G To brighten up even your darkest  
night. ]0

You just call out my name and you know  
where ever I am  
DM I'll come running to see you again. ]0  
Winter Spring, Summer or Fall, all  
you have to do is call R  
And I'll be there, you've got a friend. R

If the sky above you should grow  
dark and full of clouds,  
And that old North Wind should begin  
to blow,  
Keep your head together and call my ]0  
name out loud.  
DM Soon I'll be knocking upon your door.

Ain't it good to know that you've  
got a friend V  
When people can be so cold.  
They'll hurt you and desert you.  
They'll take your soul if you let them, ]0  
But don't you let them.

"You've Got A Friend"  
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## MOTHER NATURE'S SON

words and music by John Lennon, Paul McCartney  
sung by John Denver  
from the album Rocky Mountain High

Born a poor young country boy R  
Mother Nature's son  
O All day long I'm sitting, singing songs for everyone. R  
R Sit beside a mountain stream  
See her waters rise  
Listen to the sound of pretty music as she flies. St., V

O [ Find me in a field of grass R  
Mother Nature's son  
Swaying daisies sing a lazy song beneath the sun. R, V

"Mother Nature's Son"  
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c/o MacLen Music, Inc.  
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### ORGANIZATION:

Planning ahead for when  
you need a friend.

### GOALS:

To get help from a friend.

### STANDARDS:

High performance standard  
for friendship.

### DECISIONMAKING:

To be a friend.

### VALUES:

Not being lonely, being a  
friend.

### RESOURCES:

Ask for help, friend is a  
resource.

### VALUES:

Nature, music.

### ORGANIZATION:

Planning how to sing songs  
for everyone, plan where  
to find him.

### GOALS:

Share music with people,  
enjoy nature.

### STANDARD:

High quality music, high  
quality of nature.

### RESOURCES:

Nature, musical skill.

## IF I WERE A RICH MAN

lyrics by Sheldon Harnick

music by Jerry Bock

taken from the album Fiddler on the Roof

If I were a rich man, (Refrain)  
Daidle, deedle, daidle, dig-guh, dig-guh,  
deedle, daidle, dum.

All day long I'd biddy, biddy bum,

If I were a wealthy man.

Wouldn't have to work hard,

Daidle, deedle, daidle, dig-guh, dig-guh,  
deedle, daidle, dum.

If I were a biddy, biddy rich,

dig-guh, dig-guh, deedle, daidle man.

I'd built a big tall house with rooms by the  
dozen, right in the middle of the town;

A fine tin roof with real wooden floors below.

There could be one long staircase just going  
up and one even longer coming down;

And one more leading nowhere just for show.

I'd fill my yard with chicks and turkeys and  
geese and ducks for the town to see and  
hear;

Squaking just as noisily as they can.

And each loud quack and cluck and gobble and  
honk will land like a trumpet on the ear;

As if to say here lives a wealthy man. (Sigh)

(Repeat refrain)

I see my wife, my Golde, looking like a rich  
man's wife with a proper double chin;

Supervising meals to her heart's delight.

I see her putting on airs and strutting like  
a peacock

Oy! What a happy mood she's in.

Screaming at the servants day and night.

The most important men in town will come to  
fawn on me;

They will ask me to advise them,

Like Solomon the wise, "If you please, Reb

Tevye, pardon me, Reb Tevye

Posing problems that would cross arabbi's  
eyes.

Boi, boi, boi, boi, boi, boi, boi, boi.

And it won't make one bit of difference...

if I answer right or wrong?

When you're rich, they think you really know.

If I were rich, I'd have the time that I lack,

To sit in the synagogue and pray;

And maybe have a seat by the eastern wall.

And I'd discuss the holy books with the learned  
men seven hours ev'ry day;

This would be the sweetest thing of all. (Sigh)

### GOAL:

Be rich, build house, have  
animals, provide for wife,  
men would come for his  
service, free time to pray.

### RESOURCES:

Money, materials for house,  
animals, food, servants,  
people of the town, wisdom,  
time, holy books.

### VALUE:

Wealth, impress people, be  
important, pray, not spoil  
the eternal plan.

### ORGANIZATION:

Planning ahead about how to  
spend his money, relate to  
others, and spend his free  
time.

### DECISIONMAKING:

How to live as a wealthy man.

### STANDARDS:

Description of his house and  
wife and how he would use  
his time.

IF I WERE A RICH MAN (continued)

IF I WERE A RICH MAN,  
Daidle, deedle, daidle, dig-guh, dig-guh, deedle,  
daidle, dum.

All day long I'd biddy, biddy bum,

If I were a wealthy man.

✓ Wouldn't have to work hard,  
Daidle, deedle, daidle, dig-guh, dig-guh,  
deedle, daidle, dum.

Lord, who make the lion and the lamb,

You decreed I should be what I am;

✓ Would it spoil some vast eternal plan,  
If I were a wealthy man?

"If I Were a Rich Man"

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## BIG YELLOW TAXI

words and music by Joni Mitchell

taken from the album Ladies from the Canyon

0 [ They paved paradise  
And put up a parking lot G  
With a pink hotel, a boutique  
And a swing'n hot spot. S.  
Don't it always seem to go  
That you don't know what you've got  
Till it's gone.  
They paved paradise V  
And put up a parking lot.

0 [ They took all the trees V  
And put them in a tree museum R  
And they charged all the people  
A dollar and a half just to see 'em.  
Don't it always seem to go  
That you don't know what you've got  
Till it's gone.  
DM [ They paved paradise  
And put up a parking lot.

0 [ Hey farmer farmer  
Put away that D.D.T. now R  
Give me spots on my apples St., R  
But leave me the birds and the bees RV  
Please!  
Don't it always seem to go  
That you don't know what you've got  
V [ Till it's gone.  
They paved paradise  
And put up a parking lot.

### GOAL:

Pave paradise, parking lot,  
tree museum, farmer wants  
to get rid of spots on apples,  
no DDT, took away old man.

### VALUES:

Nature, progress, appreciate  
what you have.

### DECISIONMAKING:

They decided to pave paradise.  
She decides she wants spots  
on apples and save nature.

### STANDARD:

High and low standard for the  
quality of life, quantity of  
community resources.

### ORGANIZATION:

They planned on how they'd  
change paradise, what they do  
with trees and land and spots  
on the apples.

BIG YELLOW TAXI (continued)

Late last night  
I heard the screen door slam  
And a big yellow taxi **R**  
**G** Took away my old man.  
Don't it always seem to go  
**V** [ That you don't know what you've got  
Till it's gone  
They paved paradise  
And put up a parking lot.

"Big Yellow Taxi"  
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RESOURCES:

Natural resources - trees,  
birds and bees, apples.  
Community resources - hotel,  
boutique, museum materials,  
taxi, DDT.

SMACKWATER JACK

words and music by Carol King and Gerry Goffin  
from the album Tapestry

**DM** [ Smackwater Jack he bought a shotgun **R**  
**O** Cause he was in the mood for a little confrontation.  
**st.** [ He just let it all hang loose.  
He didn't think about the noose. **V**  
He couldn't take no more abuse. **V**  
So he shot down the congregation. **G**

You can't talk to a man with a shotgun **Jo**  
in his hand.

**DM** [ Now Big Jim the Chief stood for law and order **V** **Jo**  
He called for the guard to come and surround **R**  
the boarder

Now from his bulldog mouth  
As he lead the posse south **R**

**st.** [ Came the cry, "We got to ride to clean up **G**  
the street  
for our wives and our daughters!"

You can't talk to a man when he don't want **Jo**  
to understand.

**st.** [ The account of the capture wasn't in the papers **R**  
But you know, they hanged ole Smack right **R**  
then (instead of later)  
You know the people were quite pleased **V**  
cause the outlaw had been seized.  
And on the whole it was a very good year **V**  
for the undertaker.

VALUES:

Smackwater - no abuse  
Big Jim - law and order  
The people - seize outlaw  
Undertaker - business

ORGANIZATION:

Smackwater planned how to kill.  
Sheriff planned how to  
capture outlaw.  
You can't talk to someone who  
doesn't want to understand.

RESOURCES:

Gun, posse, papers, undertaker.

GOALS:

Shotdown congregation, clean  
up streets, hang Smackwater.

STANDARDS:

Different performance, standard  
of living, different quality,  
standard of news (hanging  
being reported).

DECISIONMAKING:

Decided to kill  
Decided how to capture criminal  
and punish him.

"Smackwater Jack"  
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## IMAGINE

words and music by John Lennon and Paul McCartney  
sung by Joan Baez  
from the album Come from the Shadows

Imagine there's no heaven **G**  
It's easy if you try  
No hell below us  
Above us only sky.  
Imagine all the people  
Living for today. **G,V**

Imagine there's no countries **R,G**  
It isn't hard to do  
o [ Nothing to kill or die for  
And no religion too.  
Imagine all the people  
Living life in peace. **G,V**

You may say I'm a dreamer  
But I'm not the only one  
o [ I hope someday ycu'll join us **DM**  
And the world will be one.

Imagine no possessions **R**  
o [ I wonder if you can  
No need for greed or hunger  
A brotherhood of man. **V**  
Imagine all the people  
v Sharing all the world. **G**

You may say I'm a dreamer  
But I'm not the only one  
o [ I hope someday you'll join us **DM**  
And the world will live as one.

"Imagine"

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### GOALS:

Imagine people living for  
today, peacefully, sharing,  
the world will live as one.

### VALUES:

Peace, sharing, brotherhood.

### ORGANIZATION:

Planning how people can live  
in peace and begin to share.

### RESOURCES:

No possessions, no heaven  
or hell, no religion, no  
greed or hunger, people.

### STANDARD:

High performance for how  
people should live together.

### DECISIONMAKING:

Decided to be a dreamer and  
strive for peace; make a  
decision to join them.

## REACH OUT AND TOUCH

words and music by Nick Ashford and Valerie Simpson  
sung by Diana Ross  
taken from the album Diana Ross

G Reach out and touch somebody's hand.  
V Make this world a better place,  
if you can -- just try...  
G Take a little time out of your busy  
day to give encouragement to  
someone who's lost the way. ]o  
G Would I be talkin' to a stone if I  
asked you to share a problem  
that's not your own?  
V We can change things if we start  
giving...Why don't you?  
Reach out and touch somebody's  
hand, make this world a better  
place if you can -- just try...  
R If you see an old friend on the street ]o  
and he's down...  
Remember his shoes could fit your feet. ]o  
GR Try a little tenderness and you'll see  
it's something that comes very st.  
naturally.  
We can change things if we start giving. ]o  
Why don't you reach out and touch some-  
body's hand.

### VALUES:

Giving ourselves to others.

### GOALS:

Reach out and touch, share  
problems, give, make the  
world a better place.

### ORGANIZATION:

Planning for how you can reach  
out to others.

### RESOURCES:

People, sharing, tenderness.

### STANDARDS:

Reach out with tenderness  
and kindness.

### DECISIONMAKING:

Decide to reach out when  
others need you, decide to  
share a problem.

"Reach Out and Touch"

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# DOVE

Eighteen hours out of the Cocos islands I was hit by squalls. I was exposing too much canvas for the wind. At two-thirty in the morning I was sleeping in the quarter bunk when I was awakened by a weird rumbling noise. At first I thought I had hit a floating log or had scraped the top of an uncharted reef. Bounding topside, I found there was nothing on the deck at all. The mast had gone and DOVE had been swept almost as clean as a rowboat.

Later I told my tape recorder: The mast has been knocked down into the sea. It didn't break but bent over six feet off the deck and two feet below the old weld. Everything was in the water except the part of the mast which lay athwart the deck. I'd been wearing my lifeline harness while sleeping. When I came on deck I detached the harness because it was rigged to the boom, which was overboard. I struggled, getting myself all cut up, to clear the lines and get the mast and rigging back aboard and lashed down. Suddenly the boat lurched and for the first time in my life I fell overboard at sea--and without my lifeline.

If DOVE had been under way I would soon have been food for sharks, but within seconds--quite long enough--I was able to grab the rail and heave myself aboard. The water was fairly warm but rain and wind made me shiver. It took me two hours in the darkness to heave aboard the sodden sails and boom. I hacked free the twice-broken mast and let it sink to the bottom of the Indian Ocean.

I returned to the cabin and sat there shivering. Slowly I began to see that I was in real trouble. Up to then I hadn't been too worried because I'd been far too busy. Now my muscles ached and I couldn't go to sleep as I thought of the mess I was in. DOVE just bobbed up and down on the choppy sea. It was then that I remembered how at Somoa I had forgotten the old sailor's superstition that a coin must be placed under a mast when stepping it. A wise sailor doesn't defy superstition.

Dawn seemed to take an awfully long time to come, but when it did I felt better. At least I had a cooler head and I began to think seriously what to do next.

Wind and current were behind me, so there was no hope of turning back to the Cocos isles. Mauritius lay 2,300 miles ahead--across an ocean in which many shipwrecked people had died of thirst and hunger. DOVE carried provisions and fresh water for many months. My best chance, I decided, was a jury rig and the hope of good trade winds. Of course, if the winds failed I could drift in this ocean until they found my bones.

Fixing up the jury rig by stepping the boom with two shrouds, one backstay and one forestay, was a tough job. DOVE now looked like a cork boat that kids sail on a duck pond. But the wind filled the shortened mainsail and I took heart as I saw white water at the bow. Wretched weather continued but the twenty-five-knot wind kept on my tail. To increase speed and balance the boat, I sewed a small square sail from a bed sheet and attached it to the forestay. The wind soon tore this to shreds so I fixed up a second foresail with my yellow awning, patching a tear with a hand towel and a shirt.

Jury-rigged DOVE would not win a trophy for grace and glamour, but I was thrilled when my taffrail log recorded one hundred miles a day. Danger was ever present, and jibing was a problem. Several times big seas threw half a ton of water into the cockpit. Pumping the bilge kept my circulation going on chilly nights.

It wasn't all fun and games. On August 7 I taped: A few minutes ago a huge wave broke over the side. I saw green water through the porthole for the second time at sea. My knees are still shaking. There's a lot of water in the cabin.

Then the next day I recorded: I was taking a noon sun sight when I heard a big bang. Another wave crashed aboard, soaking me and my sextant. This trip is getting to me. I felt like throwing the sextant right through the wind vane, but I thought I'd better not.

These sailing days had a basic routine. I would usually go to sleep at midnight and wake when the sun was fifteen degrees above the horizon--a good time to take a first sun fix and cook some breakfast. Then I would check DOVE'S mileage over the twenty-four-hour period and figure out how long it would take me to the next landfall--in this instance Paramaribo in Surinam. If I'd made good progress I was happy; if I hadn't I was depressed. Then I would sit on deck in the morning sun, collecting an all-over tan, and daydream or read. At noon I would get my LOP and, if I was hungry, eat again and feed the cats. I preferred to plot my position on the larger charts because my penciled markings showed up as a bigger movement across the ocean. In the afternoon I would read again and take a seawater bucket bath. I didn't have any salt water soap so I didn't lather up. But the bath was always a high point of the day because it was so refreshing, and there was no shortage of bath-water.

Without another living soul in sight, without so much as a smudge on the horizon, I spent hours and hours simply daydreaming, just letting ideas and images float across my mind.

"What do you think about at sea?" is one of the questions people usually ask me. My guess is that I think the same sort of thoughts people think when they walk their dog or take a letter to the mailbox on the corner. The only difference is that at sea you've got more space and time in which to think. You haven't got to return to the office and dig out the pink file on the Jones account or return to the kitchen and peel potatoes. I guess lone sailors should be better philosophers than the

✓ guy in apartment 406. Maybe we do get a little closer to the truths, though I certainly did not feel like the wise old man in the mountains.

But I know something about loneliness: Oh, man, I do! I know it can take you close to hell and sometimes, just sometimes, close to heaven.

When people have asked me about being alone and whether they could take it--in the doldrums especially--I've suggested that they should go off by themselves for a couple of days--just two days, say, in a tent out in the sticks. If they like it, if they can keep their own company for forty-eight hours, then they should try being quite alone for a week. That's a real test. If they are able to take that then they might even be able to take forty days in a small boat with only cats for company.

I warn off anyone who hasn't first tried being alone for a few days. Some people will return as raving lunatics.

✓ One "sea thought" I might share here is that life has to have tension--the tension of making another port or finding a piece of gear to mend or how to face a squall. I mean, the guy who is really sick is the guy who has no goal, no ambition, nothing to go for. Having no goal would be like sailing in the doldrums forever.

From the book, Dove, by Robin Lee Graham, Harper & Row, Publishers, Inc., copyright 1972 by Harper and Row Publishers, Inc. New York.

#### MANAGEMENT QUESTIONS:

How is he organized after the emergency?

How does he organize each day?

After the mast broke, how did his standards for the sailboat change?

What values does Robin talk about?



## JONATHAN LIVINGSTON SEAGULL

By sunup, Jonathan Gull was practicing again. From five thousand feet the fishing boats were specks in the flat blue water, Breakfast Flock was a faint cloud of dust motes, circling.

He was alive, trembling ever so slightly with delight, proud that his fear was under control. Then without ceremony he hugged in his forewings, extended his short, angled wingtips, and plunged directly toward the sea. By the time he passed four thousand feet he had reached terminal velocity, the wind was a solid beating wall of sound against which he could move no faster. He was flying now straight down, at two hundred fourteen miles per hour. He swallowed, knowing that if his wings unfolded at that speed he'd be blown into a million tiny shreds of seagull. But the speed was power, and the speed was joy, and the speed was pure beauty.

He began his pullout at a thousand feet, wingtips thudding and blurring in that gigantic wind, the boat and the crowd of gulls tilting and growing meteor-fast, directly in his path.

He couldn't stop; he didn't know yet even how to turn at that speed.

Collision would be instant death.

And so he shut his eyes.

It happened that morning, then, just after sunrise, that Jonathan Livingston Seagull fired directly through the center of Breakfast Flock, ticking off two hundred twelve miles per hour, eyes closed, in a great roaring shriek of wind and feathers. The Gull of Fortune smiled upon him this once, and no one was killed.

By the time he had pulled his beak straight up into the sky he was still scorching along at a hundred and sixty miles per hour. When he had slowed to twenty and stretched his wings again at last, the boat was a crumb on the sea, four thousand feet below.

His thought was triumph. Terminal velocity! A seagull at TWO HUNDRED FOURTEEN MILES PER HOUR! It was a breakthrough, the greatest single moment in the history of the Flock, and in that moment a new age opened for Jonathan Gull. Flying out to his lonely practice area, folding his wings for a dive from eight thousand feet, he set himself at once to discover how to turn.

A single wingtip feather, he found, moved a fraction of an inch, gives a smooth sweeping curve at tremendous speed. Before he learned this, however, he found that moving more than one feather at that speed will spin you like rifle ball... and Jonathan had flown the first aerobatics of any seagull on earth.

He spared no time that day for talk with other gulls, but flew on past sunset. He discovered the loop, the slow roll, the point roll, the inverted spin, the gull bunt, the pinwheel.

When Jonathan Seagull joined the Flock on the beach, it was full night. He was dizzy and terribly tired. Yet in delight he flew a loop to landing, with a snap roll just before touchdown. When they hear of it, he thought, of the Breakthrough, they'll be wild with joy. How much more there is now to living! We can lift ourselves out of ignorance, we can find ourselves out as creatures of excellence and intelligence and skill. We can be free! WE CAN LEARN TO FLY!

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### MANAGEMENT QUESTIONS:

What does Jonathan value?

What was his goal?

How was he organized to reach his goal?

## LORD OF THE FLIES

St. Sitting, Ralph was aware of the heat for the first time that day. He pulled distastefully at his grey shirt and wondered whether he might undertake the adventure of washing it. Sitting under what seemed an unusual heat, even for this island, Ralph planned his toilet. He would like to have a pair of scissors and cut this hair--he flung the mass back--cut this filthy hair right back to half an inch. He would like to have a bath, a proper wallow with soap. He passed his tongue experimentally over his teeth and decided that a toothbrush would come in handy too. R R R Then there were his nails--

Ralph turned his hand over and examined them. They were bitten down to the quick though he could not remember when he had restarted this habit nor any time when he indulged it.

"Be sucking my thumb next--"

St. He looked round, furtively. Apparently no one had heard. The hunters sat, stuffing themselves with this easy meal, trying to convince themselves that they got sufficient kick out of bananas and that other olive-grey, jelly-like fruit. With the memory of his sometime clean self as a standard, Ralph looked them over. They were dirty, not with the spectacular dirt of boys who have fallen into mud or been brought down hard on a rainy day. Not one of them was an obvious subject for a shower, and yet-hair, much too long, tangled here and there, knotted round a dead leaf or twig; faces cleaned fairly well by the process of eating and sweating but marked in the less accessible angles with a kind of shadow; clothes, worn away, stiff like his own with sweat, put on, not for decorum or comfort but out of custom; the skin of the body, scurfy with brine-

He discovered with a little fall of the heart that these were the conditions he took as normal now and that he did not mind. He sighed and pushed away the stalk from which he had stripped the fruit. Already the hunters were stealing away to do their business in the woods or down by the rocks. He turned and looked out to sea.

William Golding, Lord of the Flies, Coward, McCann and Geoghegan, Inc. Copyright 1954.

### MANAGEMENT QUESTIONS:

What standards did Ralph have for being clean?

What standards did he have to accept on the island?

What resources does he lack?

In what ways did he make imaginary plans?

## WINNIE THE POOH

So Pooh pushed and pushed and pushed his way through the hole, and at last he got in.

"You were quite right," said Rabbit, looking at him all over. "It is you. Glad to see you."

"Who did you think it was?"

"Well, I wasn't sure. You know how it is in the Forest. One can't have anybody coming into one's house. One has to be careful. What about a mouthful of something?"

Pooh always liked a little something at eleven o'clock in the morning, and he was very glad to see Rabbit getting out the plates and mugs; and when Rabbit said, "Honey or condensed milk with your bread?" he was so excited that he said, "Both," and then, so as not to seem greedy, he added, "But don't bother about the bread, please." And for a long time after that he said nothing . . . until at last, humming to himself in a rather sticky voice, he got up, shook Rabbit lovingly by the paw, and said that he must be going on.

"Must you?" said Rabbit politely.

"Well," said Pooh, "I could stay a little longer if it--if you--" and he tried very hard to look in the direction of the larder.

"As a matter of fact," said Rabbit, "I was going out myself directly."

"Oh, well, than, I'll be going on. Good-bye."

"Well, good-bye, if you're sure you won't have any more."

"Is there any more?" asked Pooh quickly.

Rabbit took the covers of the dishes, and said, "No, there wasn't."

"I thought not," said Pooh, nodding to himself. "Well, good-bye. I must be going on."

So he started to climb out of the hole. He pulled with his front paws, and pushed with his back paws, and in a little while his nose was out in the open again . . . and then his ears . . . and then his front paws . . . and then his shoulders . . . and then--

"Oh, help!" said Pooh. "I'd better go back."

"Oh, bother!" said Pooh. "I shall have to go on."

"I can't do either!" said Pooh. "Oh, help and bother!"

Now by this time Rabbit wanted to go for a walk too, and finding the front door full, he went out by the back door, and came round to Pooh, and looked at him.

"Hallo, are you stuck?" he asked.

"N-no," said Pooh carelessly. "Just resting and thinking and humming to myself."

"Here, give us a paw."

Pooh Bear stretched out a paw, and Rabbit pulled and pulled and pulled . . .

"Ow!" cried Pooh. "You're hurting!"

"The fact is," said Rabbit, "you're stuck."

"It all comes," said Pooh crossly, "of not having front doors big enough."

"It all comes," said Rabbit sternly, "of eating too much. I thought at the time," said Rabbit, "only I didn't like to say anything," said Rabbit, "that one of us was eating too much," said Rabbit, "and I knew it wasn't me," he said.

"Well, well, I shall go and fetch Christopher Robin."

Christopher Robin lived at the other end of the Forest, and when he came back with Rabbit, and saw the front half of Pooh, he said, "Silly old Bear," in such a loving voice that everybody felt quite hopeful again.

"I was just beginning to think," said Bear, sniffing slightly, "that Rabbit might never be able to use his front door again. And I should hate that," he said.

"So should I," said Rabbit.

"Use his front door again?" said Christopher Robin. "Of course he'll use his front door again."

"Good," said Rabbit.

"If we can't pull you out, Pooh, we might push you back."

Rabbit scratched his whiskers thoughtfully, and pointed out that, when once Pooh was pushed back, he was back, and of course nobody was more glad to see Pooh than he was, still there it was, some lived in trees and some lived underground, and--

"You mean I'd never get out?" said Pooh.

O [ "I mean," said Rabbit, "that having got so far, it seems a pity to waste it." Christopher Robin nodded.

G "Then there's only one thing to be done," he said. "We shall have to wait for you to get thin again."

"How long does getting thin take?" asked Pooh anxiously.

"About a week, I should think."

"But I can't stay here for a week!"

"You can stay here all right, silly old Bear. It's getting you out which is so difficult."

O [ "We'll read to you," said Rabbit cheerfully. "And I hope it won't snow,"

he added. "And I say, old fellow, you're taking up a good deal of room in my house - do you mind if I use your back legs as a towel-horse? Because, I mean, there they are - doing nothing - and it would be very convenient just to hang the towels on them"

"A week!" said Pooh gloomily. "What about meals?" V

"I'm afraid no meals," said Christopher Robin, "because of getting thin quicker. But we will read to you."

Bear began to sigh, and then found he couldn't because he was so tightly stuck; and a tear rolled down his eye, as he said:

O [ "Then would you read a Sustaining Book, such as would help and comfort a R Wedged Bear in Great Tightness?"

So for a week Christopher Robin read that sort of book at the North end of R Pooh, and Rabbit hung his washing on the South end . . . and in between Bear felt himself getting slendered and slendered. And at the end of the week Christopher Robin said, "Now!"

From Winnie the Pooh by A.A. Milne, Copyright 1926 by E. P. Dutton & Co., Inc.; renewal 1954 by A.A. Milne. Reprinted by permission of the publishers, E.P. Dutton.

#### MANAGEMENT QUESTIONS:

What did Pooh value?

How does Rabbit show that he is organized?

What resources did Christopher Robin use to show that he values Pooh?

THE PIGMAN

O [ The next day we cut school and took the Number 107 bus to St. Ambrose Hospital. We got there a half hour before visiting time, but that gave us time to check on Mr. Pignati and find out that he wasn't dead. In fact he was so alive he looked better than ever, but I've heard that's the way a lot of people are when they have heart attacks. I mean, that's supposed to be the real danger period because they feel energetic, but if they exert themselves, they can have another attack and croak. This Transylvanian-looking nun-nurse made us sign our names in a book and gave us a couple of passes so everyone at the hospital would know we had permission to be there and were not a couple of ghouls raiding the morgue. I hate to go to hospitals because you never know when you get in one of the elevators if the guy next to you has the galloping bubonic plague.

st O [ You should have seen Lorraine carrying eleven gladiolas. She looked like a Mongolian peasant hawking flowers in a flea market. We took them from three different graves in the cemetery and couldn't find a twelfth gladiola anywhere. But who counts a dozen gladiolas when you get them? We still pretended we were John and Lorraine Pignati because only members of the immediate family were allowed to visit.

"Your son and daughter are here," this fat, huge nurse said, opening the door to Room 304. And there was the Pigman, propped up on his high pillow with the bed raised. It was a semiprivate room, and I'd better not tell you about the other patient in there that made it semiprivate because he looked like he wasn't long for this world. They had a guy with some kind of oxygen tent thing nearby that looked like a malaria net.

"Hi!" Mr. Pignati said, with a great big grin on his face. You'd have thought he was a guest in a hotel the way he looked, with his breakfast tray right in front of him on a weird-looking bed table.

"Look at the lovely flowers they brought," the fat, huge nurse said. "I'll put them in some water." She flashed a gigantic smile herself and then beat it.

"We had to make believe we were your kids," I explained, and you should have seen him smile.

V "Are you all right?" Lorraine asked.

"Of course I'm all right." He laughed. "I'm getting out of here in a few days. There's nothing wrong with me. The doctor even said so."

There was a lot of small talk after that, and Lorraine never took her eyes off the guy in the other bed, who looked like he was 193 years old. Then the fat, huge nurse came back in with the gladiolas in this crummy glass vase that looked like they had just dug it up in the backyard. "Aren't they pretty?" She said and then beat it again.

"Is the house all right?" Mr. Pignati asked.

"We locked it up last night after the cops left," I said.

Lorraine fumbled in her pocketbook. "We brought you the keys," she said holding them out to him.

"You keep them" he said. "Maybe you'll want to watch some television or have some more chocolate ants." He laughed as usual.

"I don't think so--"

"Maybe we will," I said, taking the keys right out of her hand. "We can leave them in the mailbox in case we don't cut school tomorrow."

"I don't think we--"

I flashed Lorraine a dirty look, and she never finished her sentence.

"You're looking good," I commented.

"I'm sorry if I was any trouble yesterday."

V "Are you kidding? Lorraine and I thrive on excitement." And then the three of us giggled.

"What did you have for breakfast?" Lorraine inquired, which was a little uncalled for since all you had to do was look at the tray, and you could tell it was the usual rubbery eggs you always get in a hospital.

"You didn't eat your toast," she further observed.

"Do you think you could stop by and see Bobo for me?"

"Sure," I said.

V "Tell him I miss him."

Just then the guy in the other bed took a choking fit, and the three of us just looked very uncomfortable until that was over. The fat nurse came running in and did something to him to make him stop. It looked like she strangled him actually.

0 { "Get him the peanuts in the yellow package -- not the red package. He likes the dry-roasted ones better."

"Sure."

"And half a hot dog. Don't give him the whole hot dog because he never eats all of it."

"How are you all doing?" the nurse said, bounding in and exhibiting her ivories again. "Your father's a very funny man," she squealed. "He knows an awful lot of jokes."

"We know."

Then she started cranking the bed.

"A very funny man....."

It was scary the way Mr. Pignati's head seemed to stick out of that mountain of white sheets and just sink slowly downward.

"I think you'd better be going now."

✓ "We're going to miss you, Mr. Pignati," Lorraine said, as though she was giving last rites.

"Please take care of Bobo until I get out." He smiled. "And the house. Make yourselves comfortable and use anything that's there."

"Good-bye, Mr. Pignati."

✓ By the time we left, I was so glad to see the outside world I thought I had been in prison for seventy-three years. The smell of hospitals always makes me think of death. In fact I think hospitals are exactly what graveyards are supposed to be like. They ought to bury people in hospitals and let sick people get well in the cemeteries.

From The Pigman by Paul Zindel, Copyright 1967 by Paul Zindel. Reprinted by permission of Harper and Row, Publishers, Inc.

#### MANAGEMENT QUESTIONS:

How was organization helpful to visit Mr. Pignati or get Bobo fed?

What values does John or Mr. Pignati or Lorraine show by their remarks?

What was John and Lorraine's standard for a gift for Mr. Pignati?

## THE OUTSIDERS

"Johnny?" I called loudly, and that old wooden church echoed me, onny, onny ... I looked around wildly, almost panic-stricken, but then caught sight of some crooked lettering written in the dust of the floor. Went to get supplies. Be back soon. J.C.

I sighed, and went to the pump to get a drink. The water from it was like liquid ice and it tasted funny, but it was water. I splashed some on my face and that woke me up pretty quick. I wiped my face off on Johnny's jacket and sat down on the back steps. The hill the church was on dropped off suddenly about twenty feet from the back door, and you could see for miles and miles. It was like sitting on the top of the world.

I heard someone coming up through the dead leaves toward the back of the church, and I ducked inside the door. Then I heard a whistle, long and low, ending in a sudden high note. I knew that whistle well enough. It was used by us and the Shepard gang for "Who's there?" I returned it carefully, then darted out the door so fast that I fell off the steps and sprawled flat under Johnny's nose.

"Come on inside. Dally told us to stay inside."

We went in. Johnny dusted off a table with his jacket and started taking things out of the sack and lining them up neatly. "A week's supply of baloney two loaves of bread, a box of matches ...." Johnny went on.

I got tired of watching him do it all, so I started digging into the sack myself. "Wheee!" I sat down on a dusty chair and stared. "A paperback copy of Gone with the Wind! How'd you know I always wanted one?" G

Johnny reddened. "I remembered you sayin' something about it once. And me and you went to see that movie, 'member? I thought you could maybe read it out loud and help kill time or something."

"Gee, thanks." I put the book down reluctantly. I wanted to start it right then. "Peroxide? A deck of cards ...." Suddenly I realized something. "Johnny, you ain't thinking of ..."

Johnny sat down and pulled out his knife. "We're gonna cut our hair, and G you're gonna bleach yours." He looked at the ground carefully. "They'll have our descriptions in the paper. We can't fit 'em." V

"oh, no!" My hand flew to my hair. "No, Johnny, not my hair!"

It was my pride. It was long and silky, just like Soda's, only a little redder. Our hair was tuff--we didn't have to use much grease on it. Our hair labeled us greasers, too--it was our trademark. The one thing we were proud of. V Maybe we couldn't have Corvairs or madras shirts, but we could have hair.

"We'd have to anyway if we got caught. You know the first thing the judge does is make you get a haircut."

"I don't know either--it's just a way of trying to break us. They can't really do anything to guys like Curly Shepard or Tim; they've had about everything done to them. And they can't take anything away from them because they don't have anything in the first place. So they cut their hair."

I looked at Johnny imploringly. Johnny sighed. "I'm gonna cut mine too, and G wash the grease out, but I can't bleach it. I'm too dark-skinned to look okay blond. Oh, come on Ponyboy," he pleaded. "It'll grow back."

"Okay," I said, wide-eyed. "Get in over with."

From The Outsiders by S.E. Hinton, Copyright 1967 by the Viking Press, Inc. and reprinted with their permission.

### MANAGEMENT QUESTIONS:

What was the most important value for Johnny and Ponyboy?

How was Johnny organized?

What short-term and long-term goals were set?

JAWS

As the man drew closer, Brody thought he looked vaguely familiar. He was young, with long, curly hair and a handlebar moustache.

"Chief Brody?" he said when he was a few steps away.

"That's right."

"They told me you'd be here. I'm Bob Middleton, Channel Four News."

"Are you the reporter?"

"Yeah. The crew's in the truck."

"I thought I'd seen you somewhere. What can I do for you?"

"I'd like to interview you."

"About what?"

"The whole shark business. How you decided to open the beaches."

Brody thought for a moment, then said to himself, What the hell: a little publicity couldn't hurt the town, now that the chances of anything happening--today, at least--are pretty slim. "All right," he said. "Where do you want to do it?" ] DM

0 [ "Down on the beach. I'll get the crew. It'll take a few minutes to set up, so if you have something to do, feel free. I'll give a yell when we're ready." Middleton trotted away toward the truck.

As he passed the group of teen-agers, he heard a boy say, "What about it? Anybody got the guts? Ten bucks is ten bucks."

A girl said, "Come on, Limbo, lay off."

Brody stopped about fifteen feet away, feigning interest in something offshore.

"What for?" said the boy. "It's a pretty good offer. I don't think anybody's got the guts. Five minutes ago, you were all telling me there's no way that shark's still around here."

DM [ Another boy said, "If you're such hot shit, why don't you go in?"

"I'm the one making the offer," said the first boy. "Nobody's gonna pay me ten bucks to go in the water. Well, what do you say?"

There was a moment's silence, and then the other boy said, "Ten bucks? Cash?"

"It's right here," said the first boy, shaking a ten-dollar bill.

"How far out do I have to go?"

0 [ "Let's see. A hundred yards. That's a pretty good distance. Okay?"

"How do I know how far a hundred yards is?"

DM [ "Guess. Just keep swimming for a while and then stop. If it looks like you're a hundred yards out, I'll wave you back."

"You've got a deal." The boy stood up.

The girl said, "You're crazy, Jimmy. Why do you want to go in the water? You don't need ten dollars."

"You think I'm scared?"

"Nobody said anything about being scared," said the girl. "It's unnecessary, is all."

"Ten bucks is never unnecessary," said the boy.

The boy turned and began to jog toward the water. Brody said, "Hey!" and the boy stopped.

"What?"

Brody walked over to the boy. "What are you doing?"

"Going swimming. Who are you?"

Brody took out his wallet and showed the boy his badge. "Do you want to go swimming?" he said. He saw the boy look past him at his friends.

"Sure. Why not? It's legal, isn't it?"

Brody nodded. He didn't know whether the others were out of earshot, so he lowered his voice and said, "Do you want me to order you not to?"

DM [ The boy looked at him, hesitated for a moment, then shook his head. "No man. I can use the ten bucks."

"Don't stay in too long," said Brody.

"I won't." The boy scampered into the water. He flung himself over a small wave and began to swim.

0 [ Brody heard footsteps running behind him. Bob Middleton dashed past him and called out to the boy, "Hey! Come back!" He waved his arms and called again.

The boy stopped swimming and stood up. "What's the matter?"



OL  
DM [ "Nothing. I want to get some shots of you going into the water. Okay?"

"Sure, I guess so," said the boy. He began to wade back toward shore.

Middleton turned to Brody and said, "I'm glad I caught him before he got too far out."

At least we'll get somebody swimming out here today."

From Jaws, by Peter Benchley, copyright 1974 by Peter Benchley. Used by permission of Doubleday & Company, Inc.

#### MANAGEMENT QUESTIONS:

What decisions were made by Brody, the swimmer, and the cameraman?

How was organization used to reach the goals of the reporter and the swimmer?

What were their values?

## THE BERMUDA TRIANGLE

The story concerns the pilot of a private plane in 1961. He was flying alone in the skies over Ohio, sweeping past great creamy clouds when, suddenly, pulling out of a misty puff he found that he was right on top of another plane!

Startled, the pilot banked swiftly but not quick enough to avoid striking the other plane with one silver wing-tip. Righting himself and flying straight on, the pilot swallowed his heart that had jumped into his throat and looked back. He had to check out what he had seen. He saw that he was right. He had averted a near fatal mid-air crash with an oldtime plane! It was a biplane of pre-World War 1 vintage constructed of wood and canvas. The pilot was as old-fashioned looking as the plane-- he was wearing a leather flying helmet and wide goggles.

In the next moment, the old plane with its fine-wire struts curved into a cloud and was gone from sight.

The pilot zoomed home as fast as he could make it, landed with his heart still pounding and hurried to fill out a report. Some damn fool in a patched-up-craft was up there wreaking havoc! He'd like to wring his neck!

To his astonishment, the flyer found after careful search that there was no such plane on record anywhere flying about in the area. No airfield in the state or nearby had any such plane in their environs. The pilot even searched the lists of licenses. There had been none issued to such a craft.

Checking out crash possibilities in that section of the country, he found that not one had occurred anywhere near the time he spotted the old plane.

Unbelieving, the flyer shook his head and chalked up his experience as the wierd wonder of his life.

Then a few months later the man heard of an astounding thing: a plane just like the one he described encountering was found not far away in a barn covered with a pile of hay! It was determined by experts who examined the craft that it had been in that position, untouched, for many years.

But there was still more to be unearthed! In the pilot's pouch was found a log book. In the last entry the pilot noted a harrowing experience he'd just had. While flying through the clouds that morning, he had suddenly come upon another plane--a "large silver aeroplane" that ccllided with him! Fortunately it had just scraped him with its wing tip not doing enough damage to cripple him. Then the shining plane pulled away and was gone. The pilot had been badly scared and gave profound thanks for being alive.

The Ohio pilot was stunned by the discovery. The old book was turned over to the CAB, according to the story, who, in turn, ran tests on it and the results confounded the aeronautical agency who was sure the whole thing was a hoax.

But was it? The log book checked out as being authentic and the entry nearly fifty years old!

After this amazing announcement, the CAB, reputedly, had the oldtime craft carefully gone over and checked for evidence. What did they find? A long scrape mark the length of one side with traces of paint and aluminum. Those traces of substance were put through laboratory tests and found to match up perfectly with the material of the modern plane!

In spite of such conclusions, the CAB, we are told, stuck firm to its conviction that, no matter what, it had to be a hoax. Those who knew the pilot testified to his integrity and sincerity. He was not the "hoax type." Yet, what else could such an incident be attributed to?

From The Bermuda Triangle, by Adi-Kent Thomas Jeffrey, copyright 1973. Used by permission from the author and New Hope Publishing Co.

### MANAGEMENT QUESTIONS:

What was the goal of the pilot?

How was he organized to solve the mystery?

What resources did he use to help him?

## TRY GIVING YOURSELF AWAY

Without thought of reward, a woman in Alexandria, Virginia, acted on a giving-impulse when a young friend had measles. Realizing that the little girl would be cooped up for some days, she wrote her a series of whimsical letters which she illustrated with clever drawings. Instead of using her own name, she signed the letters "Susie Cucumber," the name of a little fox terrier loved by the neighborhood children. R

When she recovered from the measles, the little girl told her friends about the Susie Cucumber letters. Immediately they all wished "Susie" would write to them. Parents, grandparents, uncles, and aunts gladly paid for a series of letters. Soon this woman was doing a profitable business on a subscription basis, sending out as many as 100,000 letters a year to children all over the world. A wholly unexpected return on an investment in giving-away.

One Christmas there arrived at our home a box from a farm family. We knew this family lived near no city where they could shop for Christmas gifts. What had they sent us?

Upon opening the box on Christmas morning we found twelve pint jars of home-canned farm products--kernel corn, wax beans, tender little beets, squash, lamb stew, mince meat. No present we received that Christmas was as much appreciated as those twelve pint jars, all neatly labeled in the handwriting of the farmer's wife. They were a gift of herself and her hard-working husband. R

A Boston businessman who was very fond of children but had none of his own used to stop in at a small home for orphans every Wednesday afternoon between five and six o'clock and entertain the youngsters, giving the matron and her helpers an hour of complete freedom. R

He was a big, solemn-faced man, but the children saw right through his dignity. The instant he arrived in the playroom they gathered around him with shouts of joy. In his pocket he would have a bag of hard candy, a packet of picture cards, or some penny trinkets--always just one for each child, which made it all the more precious. Squatting on the floor, he would distribute his treasures, then launch into a story. R

He was known to the youngsters as The Big Man, for he had stipulated to the matron that his name should be withheld. He wanted none of his business associates to know of his hour with these orphans. "They would think me a sentimental old fool," he explained.

In that hour each week he gave great happiness to a group of fatherless and motherless youngsters, and welcome relief to three overburdened women. "But nobody gets the fun out of it that I do," he always insisted. R

He is now dead, but the many boys and girls whose lives he brightened over the years will never lose the memory of The Big Man who gave them an hour of himself every Wednesday, and along with that hour some of his fine character.

Yet many of us would ask, "What really worthwhile giving of myself could I do in one hour a week?"

One of my neighbors suffered the loss of a child. The mortician who was called in went so far out of his way in the thoughtful things he did that, upon receiving his bill, my neighbor and his wife called on him to thank him for his many kindnesses, and to ask if he felt sure he had charged enough to cover all his time and trouble. R

The mortician assured them that the bill was adequate. He told them that as a young man he had aspired to be a doctor, but had lacked the money for the years of necessary education.

"So I decided on my present profession, and made up my mind to put myself as wholeheartedly into my service as though I were a great physician, motivated by a genuine love for humanity," he explained. "This has been my guiding philosophy for more than twenty years, yet you good people are the first ones ever to call on me and thank me. Need I tell you that you have paid your bill doubly by your kindness?" R

I like to think of "Thank you" as a tiny gift-token which can be used to make the giving of anything a two-way transaction, enjoyable to the original giver and the thanks-giver.

Also, I try to remember that money alone cannot pay for especially cheerful or efficient service, or for a particularly fine job of work. The person who serves us superlatively gives us something of himself, over and above the actual requirements of his job or profession. If we would square the account, we must in return give something of ourselves.

From the book, Try Giving Yourself Away 3rd Ed., by David Dunn, copyright 1970 by Prentice-Hall, Inc. Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

#### MANAGEMENT QUESTIONS:

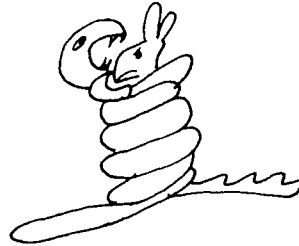
What values are shown in each story?

How were people organized to reach their goals?

What resources were used to "give yourself away?"

## THE LITTLE PRINCE

Once when I was six years old I saw a magnificent picture in a book, called True Stories from Nature, about the primeval forest. It was a picture of a boa constrictor in the act of swallowing an animal. Here is a copy of the drawing.



In the book it said: "Boa constrictors swallow their prey whole, without chewing it. After that they are not able to move, and they sleep through the six months that they need for digestion."

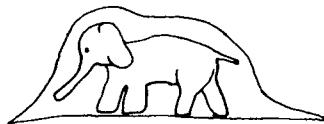
I pondered deeply, then, over the adventures of the jungle. And after some work with a colored pencil I succeeded in making my first drawing. My Drawing Number One. It looked like this: G



I showed my masterpiece to the grown-ups, and asked them whether the drawing frightened them.

But they answered: "Frighten? Why should any one be frightened by a hat?"

My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant. But since the grown-ups were not able to understand it, I made G  
G another drawing: I drew the inside of the boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained. My Drawing Number Two looked like this:



V The grown-ups' response, this time, was to advise me to lay aside my drawings of boa constrictors, whether from the inside or the outside, and devote myself instead to geography, history, arithmetic and grammar. That is why, at the age of six, I gave up what might have been a magnificent career as a painter. I had been disheartened by the failure of my Drawing Number One and my Drawing Number Two. Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.

O So then I chose another profession, and learned to pilot airplanes. I have flown a little over all parts of the world, and it is true that geography has been very useful to me. At a glance I distinguish China from Arizona. If one gets lost in the night, such knowledge is valuable.

In the course of this life I have had a great many encounters with a great many people who have been concerned with matters of consequence. I have lived a great V  
deal among grown-ups. I have seen them intimately, close at hand. And that hasn't much improved my opinion of them.

O Whenever I met one of them who seemed to me at all clear-sighted, I tried the experiment of showing him my Drawing Number One, which I have always kept. I would

0 try to find out, so, if this was a person of true understanding. But, whoever it was, he, or she, would always say:

"That is a hat."

dm  
0  
st. Then I would never talk to that person about boa constrictors, or primeval forests, or stars. I would bring myself down to his level. I would talk to him about bridge, and golf, and politics, and neckties. And the grown-up would be greatly pleased to have met such a sensible man.

From The Little Prince by Antoine de Saint Exupery, copyright, 1943, 1971, by Harcourt Brace Jovanovich, Inc. and reprinted with their permission

#### MANAGEMENT QUESTIONS:

How was he organized to decide how to talk with adults?

What are his values?

What goals did he set?

THE ANGEL INSIDE WENT SOUR

Geda slouched in my office, not speaking, her head low, her feet outstretched, her hands gripped in her lap.

"What's the matter, Geda?"

"Nothin."

"Okay. You sure look unhappy, though."

"Yeah, I guess so,"

"Why?"

A shrug of the shoulder. No response.

"You worried about something?"

No answer, so I start...

"It's something very serious, so does it have something to do with your mother?"

"Her? No. She don't know nothin."

Two areas left.

"Drugs?"

Her eyes opened wide with anger. "You think I fool around with that stuff? Shit, no!"

"Well, I don't know, Geda, you might try it. Some kids do. But if it's not that -- boys. Is that it? Boy trouble."

"Yeah."

"He wants you to go with him, that it?"

"Yeah. He comes to my house and everything. My mother knows him. He even tells her he wants me to go to Washington and live with him."

"He wants to get married?"

"Yeah, he wants to get married, he told my mother."

"So?"

Y [ "I don't want to get married. I want to get my education."

DM [ "That's right, you're right," I told her.

But she still sat. There was more.

"But you really like him, yes?"

"Yes."

"And you're messing around?"

"Well -- yeah."

"And you're afraid you'll get pregnant?"

"He wants me to have a baby."

"He does? Why?"

"I don't know. His mother just had a baby, and I guess he wants one, too."

"To make him feel like a man? At your expense?"

"I guess so."

"Well, you tell me why he'd want a baby. Can he support you?"

"Yeah, he can. He works on a truck. He has a good job."

"How old is he?"

"Eighteen."

"And isn't he going to be drafted soon?"

"Yeah, he say so."

DM [ "So? Who will be stuck with the baby?"

"Me -- that's who!" She jumped up. "I guess he felt it'll make him important. Later for him."

"How about later for you?" I asked. "What about sex? You like it?"

"Sometimes."

"So why do it?" I asked. "To please him?"

"Naw, nobody makes me do nothin. I do it when I want to."

R pill?"

"My mother don't want me to. She says it gives people cancer."

R taking you to a doctor and getting some other kinds of help so you don't get pregnant?"

"I can't talk to my mother about it."

R "Oh. Well, how about if I talk to your mother? I'll make some reason to have a conference with her and we'll get around to talking about it."

"My mother would kill me if she knew I talked to you first. Nosiree." We were at an impasse. I knew her mother saw me as her rival.

R "Geda," I said, "there's only one way. You're going to have to learn that there is a word in our language that you must use. The word is no."

She smiled. "Yeah."

But I wasn't sure. It was a hard thing I was asking Geda.

But I didn't know what Geda would do until a month later when she came into my office again.

DM "I told Willard to leave me alone," she said.

"Honest?"

"Yeah, he came to my house and was I mean! My mother says I was evil."

"What did you do?"

"I told him I hated his guts, and you know what, Dr. Rothman, he cried, real tears. Honest to God, real tears."

"Tough on him," I said.

"Yeah, that's what I said, too; but my mother says I was real evil."

"Were you?"

"Yeah." Big smile. "But girls cry all the time over boys. I like to make boys cry over girls."

"What made you do it?"

DM [ She became very serious. "You know, after that conference we had, I decided I didn't want none of that. I got me plenty of time until I'm thirty, maybe forty." Well, I didn't know about thirty or forty, or maybe even next year, or next month, even, but Geda was seeing things a little differently now -- and for now, she was safe.

V All we can do is work on each day at a time. And I believe in Geda. I think she'll make it. Her education will come first.

From the book The Angel Inside Went Sour, copyright 1970 by Esther P. Rothman.  
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#### MANAGEMENT QUESTIONS:

What did Geda value?

What decision did Geda have to make?

What resources did she have?

What was the consequence of her decision?



appendix C

Ideas for Demonstrations, Tours, and Exhibits for Social Management

Each activity must include how you used the basic management principles together. Use these guidelines:

- Discover which of your values are being expressed in this project.
  - Make goals for yourself and include short-term, intermediate, and long-term goals with the dates that you expect to achieve them.
  - Make all decisions only after you have considered several alternatives and their consequences.
  - Think of what resources you can use or develop. Don't forget the people and community resources that can help you.
  - Decide on the amount of money, time and energy you want to put in this project.
  - Be aware of the highest standard possible for this project and the lowest standard and then decide on your standard.
  - Make a plan for your work. Decide the best sequence and system for achieving your goals.
1. Plan a welcome program to make new members in your school feel more comfortable, make friends, and know what is going on.
  2. Organize a welcome packet for people who move into your neighborhood. Inform them of the businesses, park and recreation programs, special events, and special services in the community.
  3. Develop a catalogue for young people that will give a historical tour and information about your community.
  4. Set up a friendship program to match senior citizens and teens to share ideas, fun, and work projects.
  5. Make a community calendar for kids in your school to give ideas of new events to attend and encourage them to try something new.
  6. Put together an entertainment troupe to act for senior citizens, 4-H parties, or school functions.
  7. Teach others a skill such as caring for pets, planning for a camping trip, or decorating a room.
  8. Put together a music and drama idea book for younger children in 4-H and other youth organizations.
  9. Put together a cookbook of easy recipes for younger 4-H members. Encourage recipes to be nutritious and easy to make.
  10. Discover an area in your community that could become a nature trail. Identify some plants, rocks, animals that will be interesting for a nature lover. Conduct tours that will encourage old and young people to be more sensitive to nature.
  11. Arrange a 4-H tour of a factory or business. Make all the plans. Don't forget a thank you note.

12. Make a plan for your family to help the household be more organized. Plan how chores can be shared and how items can be stored. Make careful instructions of how to care for tools, appliances, and clothing so that they last longer.
13. Help the library. Make a book review list on a certain topic-- children's books, adventure books, or pet care books--to help people find information and discover new books.
14. Help members of an organization, school, or church get to know each other. Interview the members and write about them in the church or school newsletter.
15. Put together a babysitting kit that will include, stories, toys, and information on how to handle problems. Read Babysitting: A Concise Guide by Rubie Saunders.
16. Plan a special holiday celebration for all the young people in your neighborhood. Decide who, what, when, where, and how it will happen.
17. For your family's next vacation help them plan schedules, budget, menus, events, and preparation activities.
18. Make an information poster for school or church to inform people where they can get answers to their questions.
19. Be a job hunter for young people in your neighborhood. Be aware of the businesses that need help. Also encourage groups to start their own small businesses--babysitting, petsitting, or recycling.
20. Organize a help line for teens in your school who have problems and need someone to talk to.
21. Make plans about how you can advertise and recruit for 4-H in your town or school. Talk to families, businesses, and schools.
22. Put together a rap group for young people who want information on special topics (drugs, careers, sex) and adults who want to share what they know.
23. Make a list of how members of your family can be ecological and care for nature. Share this list with other families. Read, Save the Earth, an Ecology Handbook for Kids by Betty Miles.
24. Organize a congratulations party for someone in your school or neighborhood who has accomplished a goal.
25. Make a booklet of ideas of free things that families can do together. Encourage people to try new activities. Distribute these lists with your name and telephone number for people to call if they want a babysitter.
26. Plan a special project of your own to help people enjoy each other and themselves more.
27. Put together a collection of songs or stories that show how the management principles are used.
28. Make posters that show how the management concepts can be important for everyone to know.

appendix D

LEADER'S EVALUATION OF SOCIAL MANAGEMENT

Copy this form. Complete your copy and send it and the members' evaluation forms to:

Juanita Reed  
4-H Youth Development  
475 Coffey Hall  
University of Minnesota  
St. Paul, Minnesota 55108

County \_\_\_\_\_

Describe the size of group, the teens, and their interests and home backgrounds.

PROJECT MEETINGS

Location	Length of Meeting	Lessons covered and exercises	Successful exercises	Unsuccessful exercises

What aspects of the manual were most helpful to you?

What additions would you like to see in the manual to better understand the material or to relate to young people more easily?

Describe the teaching value of the following items:

	<u>Very helpful</u>	<u>Not too helpful</u>	<u>Did not use</u>
Member's manual	_____	_____	_____
Audiovisual resources	_____	_____	_____
appendix A-Management Game	_____	_____	_____
appendix B-Stories and Songs	_____	_____	_____
appendix C-Suggestions for demonstrations and projects	_____	_____	_____

Specific Comments:

What was the most successful tool to help members learn the following:

	<u>Booklet</u>	<u>Project meetings</u>	<u>Challenges</u>	<u>Home checklist</u>	<u>Social manager</u>
Management concepts	_____	_____	_____	_____	_____
Social skills	_____	_____	_____	_____	_____
Positive regard for self and others	_____	_____	_____	_____	_____

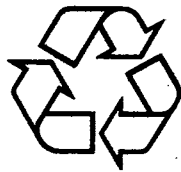
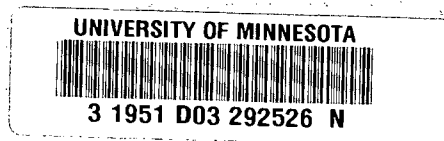
How did you see individual teens benefit because of this project? Refer to the member evaluations. Specific examples will help illustrate and clarify your observations.

How did you learn and grow as a result of the Social Management project? Some specific learning might be in areas of life management, social skills, understanding of teens, or understanding of yourself.

In what new ways can Social Management be used in 4-H or in other youth organizations in the community?

What characteristics are important for a Social Management leader?

What was the most helpful aspect of the training program with the county extension agent?



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